DOCUMENT RESUME

ED 357 898 RC 019 068

TITLE Rural Interagency Collaboration: A Resource Handbook for Schools and Human Service Agency Providers, Planners, and Policy Makers.
INSTITUTION Syracuse Univ., N.Y. School of Education.
PUB DATE 92
NOTE 182p.; Based on results of a study approved by the Rural Education Advisory Committee in collaboration with the New York State Education Department in response to the Rural Education Research Act of Chapter 776 of the Laws of 1990.
PUB TYPE Reports - Research/Technical (143) -- Reference Materials - Directories/Catalogs (132) -- Guides - Non-Classroom Use (055)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Adult Education; *Agency Cooperation; *Cooperative Programs; Early Childhood Education; *Educational Cooperation; Elementary Secondary Education; *Institutional Cooperation; Outreach Programs; Postsecondary Education; Program Descriptions; Rural Areas; *Rural Schools; School Districts; *Shared Resources and Services; State Surveys
IDENTIFIERS *New York

ABSTRACT

This handbook provides information about interagency collaboration and educational partnerships in rural New York to service providers, planners, and policymakers. A survey identified 52 existing collaborative programs involving approximately 190 New York school districts and 100 nondistrict agencies and examined size and configuration of collaborations, objectives, services provided, funding sources, evaluation methods, and problems. A literature review discusses costs and benefits of collaboration. A "how-to" section summarizes legal and institutional considerations, resources in New York State, barriers to collaboration, variables that shape partnerships, and tips for starting and sustaining collaborative ventures. The 52 identified collaborations are listed alphabetically and according to the following categories: (1) disabilities and special education; (2) health and nutrition; (3) youth at risk; (4) substance abuse; (5) adolescent pregnancy; (6) early intervention; (7) vocational education; and (8) other. Program descriptions include the program title, counties involved, start-up year, partners, target audience, program needs, goals, outcomes, activities, resources, collaboration benefits, organizational barriers, contact persons, and descriptors (which are indexed). Appendices include a map, survey correspondence, questionnaires, and a list of 33 resources. (TES)

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RURAL INTERAGENCY COLLABORATION

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A Resource Handbook for Schools and Human Service Agency Providers, Planners, and Policy Makers

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Based on Results of a Study

Sponsored by the Rural Education Advisory Committee
in collaboration with the New York State Education Department.

In response to the Rural Education Research Act
of Chapter 776 of the Laws of 1990.

1992

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RURAL INTERAGENCY COLLABORATION STUDY

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School of Education ◆ Syracuse University

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ACKNOWLEDGMENTS

The Handbook was:

- sponsored by the Rural Education Advisory Committee (REAC) which was created by the New York State Rural Education Research Program, Chapter 776 of the Laws of 1990, and includes the following members: Chairperson Charles H. Bohlen, Jr., Judith Duken, James G. Hill, Michael Joseph, Jr., June F. O'Neill, Martha Roberts, and Freeman Van Wickler;
- in collaboration with New York State Education Department staff members J. Francis O'Connor, Deborah Cunningham, Sterling L. Pierce, and Suzanne Spear;
- and researched, written, and produced by the Office of Professional Development, School of Education, Syracuse University, Syracuse, New York.

A SPECIAL NOTE ON THE RESPONDENTS

The program descriptions included in this Handbook reveal the great energy and imagination of the respondents to our surveys. The original survey required some effort to complete, yet the response rate was very positive. Many put in extra work and included quite detailed information. Respondents also responded to a follow-up checklist, and many were contacted via telephone. The authors of this report greatly respect the energy and dedication of the men and women who are creating and sustaining interagency collaborations in New York's rural counties.

RURAL INTERAGENCY COLLABORATION

Interagency
Collaboration and Cooperation
Between Rural School Districts
and Other Agencies
in New York State

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PREFACE

Rural communities face unique problems due to being isolated from support services, having a dispersed and low population, and having relatively low sources of funding. Providing mandated and needed services under such conditions can strain existing resources and tax professional energies and expertise.

Interagency collaboration offers the possibility of improving the range, type, and quality of service that can be provided to the community; reducing costs; and improving the morale and work environment for area professionals.

By working together – by reaching out to other professionals, other organizations, other groups trying to serve the needs of the community – we can best realize our own goals of providing the best service possible to our communities. A recent study done in Vermont found that interagency collaboration not only improved the success rates of the involved programs, but it also encouraged stronger commitment by relevant agencies to fund and support local organizations. As the efficiency and effectiveness of service delivery increase, resources for providing those services increase (see Section II C).

The program descriptions included in this Handbook reveal the great energy, imagination, and effort people have put into solving problems at the local level by joining forces with other professionals and agencies. This Handbook is not a top-down dictate or model of how to collaborate. It is a resource guide tapping and presenting the genius and hard won experience of you who have been working together to realize the promise of delivering the best services possible to your communities.

We hope this document is read and used by many, including service providers, planners, and policymakers. Each group should find information helpful to them and particular to their needs. We provide names of contacts, examples of successful programs, lists of sources of funding and support, notes on obstacles to watch out for, and tips on how to meet your objectives.

STRUCTURE AND USE OF HANDBOOK

THE PURPOSE

This Handbook is designed to give service providers, policy makers, and planners interested in interagency partnerships involving rural schools the most accurate, up-to-date, and complete account of the research, resources, and practices of collaboration as possible.

The research sections provide the basis for establishing a firm and well-considered foundation for your institutional actions.

The lists of resources should greatly simplify any search for support.

The program descriptions provide ideas and serve as a networking device for bringing people together with similar needs and interests.

OUR CONSIDERATIONS

While writing this Handbook, we continually asked ourselves two questions. 1) What information is most useful to someone working in, developing, or considering an interagency collaboration? 2) If we were administrators, field practitioners, or policy makers and someone dropped this Handbook on our desks, how would we respond? Would we read it? If so, how would we read it? Which parts?

Answering those two questions often leads us in different directions. As people who may get this Handbook dropped onto our overcrowded desks, we want it to contain only information that is readily useful to us, and we want it packaged in an immediately accessible way. We want to get right to the heart of the matter, to have information that is understandable, useful, and clearly laid out in front of us. Such a book would be brief and to the point, maybe 20 pages at most.

On the other hand, providing the most useful information for all readers demands that we take into consideration the variety of needs and wants of the readers. We must be as thorough and accurate as possible in presenting sources of information, funding, and help, and in clarifying hurdles and suggesting tips.

We hope this Handbook answers those questions in the right way. This is a large book, perhaps an imposing book, but we have made every effort to make it as user friendly, accessible, and helpful as possible. We feel that all the information here is important to some readers. Insofar as you find it readable, accessible, and useful we have succeeded. We invite you to respond, to let us know if you have additional suggestions for future updates.

HOW TO READ THIS BOOK

This is a handbook. It is meant to be a resource. Just as you would not read an encyclopedia straight through, we do not expect you to read this from cover to cover. We have tried to make each part of each section stand on its own. So, you can read bits and pieces as you desire without feeling you have missed something. **We do, of course, recommend you read widely.**

The thumbtabs, table of contents, and indexes make it easy to find the information you want.

THE PARTS

Section I of the Handbook describes the background and method for the study. Section II provides the results of research, including a summary of our findings from our survey of interagency collaborations in New York's rural counties. Section III provides helpful hints, notes on potential problems, and lists of resources and agencies available to help with collaborative projects. Section IV provides the actual descriptions of interagency collaborations currently active in New York State.

ALSO...

This Handbook is designed for continual updating. Therefore, it is loose-leaf and paginated by section. Write notes in the margin. Cross out or throw away outdated information. Add information as you come across it. Copy pages of interest to share with others. Make this Handbook serve YOUR purposes; make it work for the good of your community.

SECTION I

BACKGROUND AND METHOD FOR THE STUDY

◆ ◆ ◆

A – Who Sponsored This Study

B – Why The Study Was Conducted

C – How The Study Was Conducted

D – Definition of Terms

E – Scope of Report

A – WHO SPONSORED THIS STUDY

This study of interagency collaboration and cooperation involving rural school districts and other public agencies has been conducted for the Rural Education Advisory Committee (REAC).

New York State Senator Charles D. Cook and Assemblyman Martin A. Luster were active supporters of the New York State Rural Education Research Act which created REAC.

REAC was created by Chapter 776 of the Laws of 1990 as part of the New York State Rural Education Research Program. Among other projects, REAC examined equity of state aid to rural school districts and possibilities for interagency collaboration among them. This study and Handbook are the result of the latter concern.

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B – WHY THE STUDY WAS CONDUCTED

The Rural Education Advisory Committee (REAC) believes support for youth and families in rural counties can be greatly enhanced through coordination of needed services. In particular, REAC's attention was drawn to successful collaborative practices already initiated between the Department of Social Services and school districts in Cortland, Delaware, and Herkimer Counties.

This study was undertaken to

- conduct a survey of rural counties in New York State to determine what cooperative and collaborative activities may already exist between public schools and other agencies serving school-age children and their families;
- use that survey to determine what school district and agency staff identify as aids and barriers to collaboration at the local, regional, and state level;
- conduct a search of the professional and research literature and the governmental publications pertaining to rural schools and collaboration;
- use that information to provide useful material for planners, policy makers, and service providers;
- produce a handbook summarizing cooperative and collaborative activities occurring across the state; such a handbook is intended to be used by school district staff, community agencies, planners, and policy makers as an aid for developing collaborative activities;
- provide the research basis for conducting focused workshops in different rural areas of the state; such workshops are intended to inform local persons of the interagency collaboration activities available and of what can be learned from such activities, and to discuss options for replicating or developing programs.

C – HOW THE STUDY WAS CONDUCTED

This study was conducted using these procedures:

Program Description Phase

- Collaboration Identification Form sent to all district superintendents of schools in the New York State BOCES and all commissioners of Departments of Social Services in designated rural counties (Appendix).
- Forms received from all counties with 250 collaborations identified (some duplicates, some non-matched to definition).
- Surveys sent to identified collaborations (duplicates and non-matches excluded) (Appendix).
- Surveys returned, reviewed, and selected for inclusion in Program Descriptions, or determined not applicable.
- Follow-up questionnaire sent to each selected collaboration, requesting a) approval of Handbook text, and b) further descriptive data (Appendix).
- Interviews conducted with key personnel at selected representative collaboration sites.
- Survey and interview results analyzed and results tabulated and arrayed.
- Program descriptions approved.

Research Phase

- Literature review conducted for research on interagency collaboration.
- Nationwide search conducted for collaborative models.
- Informal contacts and discussions conducted statewide.
- New York State documents relevant to interagency collaboration reviewed.

Handbook to be updated as new information becomes available.

D – DEFINITION OF TERMS

Cooperation and Collaboration

The terms "cooperation" and "collaboration" can designate different things or can be used interchangeably, depending upon the person and the context. Commonly, when a distinction is made, that distinction focuses on the level of involvement suggested by the terms. Cooperation implies a looser relationship working within the bounds of existing personnel and programs. Collaboration implies a closer relationship focusing on solving a particular problem or on the needs of certain clients, with less emphasis on existing organizational policies or practices and more emphasis on sharing human and financial resources. So, for our purposes:

> *COOPERATION*
> assumes two or more groups with separate and autonomous programs agree to work together to make each program more successful.
>
> *COLLABORATION*
> implies that the parties involved share responsibility and authority for basic policy decision making and share human and financial resources.[1]

In use, the distinction between the two terms is often unclear and not crucial to the purpose of this report. The distinction is made here, however, to suggest that cooperation and collaboration look different in practice.

"The advantage of collaboration over cooperation is the possibility it affords to restructure design ...and deliver services that are developmental rather than remedial in philosophy, preventive rather than merely corrective in approach, and centered on the total needs of the child and family."[2]

COOPERATION – assumes two or more groups with separate and autonomous programs agree to work together to make each program more successful.

COLLABORATION – implies that the parties involved share responsibility and authority for basic policy decision making and share human and financial resources.

RURAL – For the purposes of this report "rural" refers to the 44 counties of this state with populations less than 200,000.

For the purposes of this report the terms "cooperation" and "collaboration" will be used interchangeably unless specifically indicated otherwise.

Whether cooperative or collaborative, we are concerned with the effective links agencies, or individuals within agencies, form with one another to provide superior service to their clients at the same costs, and/or to maintain current or improved levels of service at reduced cost. With those objectives in mind the terms "cooperation" and "collaboration" will be used interchangeably unless otherwise indicated.

Rural

For the purposes of this report "rural" refers to the 44 counties of this state with populations fewer than 200,000.

However, there are several definitions of rural, used by different agencies within New York State for the purposes of research or policy. These are briefly described in order to bring a better understanding of "rural" as a concept.

- ✔ The New York State Office of Rural Affairs defines rural areas to be counties with populations of fewer than 200,000.

- ✔ The Rural Education Research Program defines a rural area as any county with fewer than 200,000 population or any town with a population of less than 150 persons per square mile.

> ***"The advantage of collaboration over cooperation is the possibility it affords to restructure design ...and deliver services that are developmental rather than remedial in philosophy, preventive rather than merely corrective in approach, and centered on the total needs of the child and family."[2]***

- ✔ The New York State Education Department defines rural school districts as located outside a Standard Metropolitan Statistical Area (SMSA); i.e., everything that is not urban.

- ✔ The New York State Legislative Commission on Rural Resources defines rural school districts as those having 25 or less pupils per square mile. The Commission adds a second criterion for small school districts as a school district with a K to 12 enrollment not exceeding 1,500.[3]

Trying to capture the essence of what "rural" means is even harder than coming up with a policy definition. Lake Placid, Watertown, Cobleskill, Ithaca, and Salamanca are all very different places from each other, and yet each is, by definition, rural. The economic base varies in strength and type; the populations differ in size, composition, needs, and resources; and access to social, cultural, and physical resources vary. Although we might construct general "types," the rural areas of New York State represent a diverse group of entities each with its unique circumstances and needs.

These areas are alike in: having relatively small populations, being dependent on a relatively undiversified economic base, and being isolated. Isolation may be geographical or cultural. Geographically, rural areas are removed "from those support systems that are found in urban districts: economic, governmental, and educational, which can provide corporate, health, social service, cultural, and university linkages."[4] Culturally, a rural area may have a relatively homogeneous population which sets it apart from the larger society.

Perhaps the greatest common denominator among rural areas is that the people that live there think of themselves as living in a rural area.

Rural Interagency Collaboration
For the purposes of this study "Rural Interagency Collaboration" is defined by the REA Committee as those interagency programs, councils, or projects taking place in a New York county with a population fewer than 200,000. At least one partner is a school district, and at least one of any non-district partners is a community agency.[5] The relationship between the partners must be such as to produce a previously unavailable or substantially improved service through the sharing of resources, information, decision making, and/or personnel; or the relationship should result in eliminating redundancy of service and/or reducing costs.

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[1] Shirley M. Hord, "A Synthesis of Research on Organizational Collaboration," *Educational Leadership,* Vol. 43, No. 5, February 1986.

[2] Atelia I. Melaville with Martin J. Blank, *What It Takes: Structuring Interagency Partnerships to Connect Children and Families with Comprehensive Services,* Washington, DC: Education and Human Services Consortium, 1991.

[3] New York State Education Department, *Rural Education: Issues and Strategies,* April 1992, p. 6.

[4] ibid., p. 5.

[5] For purposes of illustration we have described one industry-school district collaboration. See program description 52.

E – SCOPE OF REPORT

Program Description Phase

Rural school districts, social service providers, planners, and policy makers in rural areas face problems and encounter opportunities that are often quite different from those found in more suburban or urban areas. This document hopes to help these rural professionals discover possibilities previously overlooked or unavailable and take advantage of the experience of others faced with similar constraints and needs.

This report focuses almost entirely on tax-supported, public or non-profit agencies working in conjunction with rural school districts to deliver social services. There are many worthwhile, even laudatory, collaborative programs involving other sorts of agencies, e.g., industry, parent groups, charitable organizations, philanthropic individuals, and other social service deliverers. It is beyond the scope of this report to include the tremendous diversity of existing collaborative arrangements. Many collaborative arrangements are unique to particular circumstances and would be difficult to apply locally, even as general models.

Research Phase

A comprehensive search of the professional and research literature was conducted in order to access the most detailed and accurate information available at the national, state, and local levels. The information derived from research is synthesized and summarized in such a way as to make pertinent findings available to the user of this Handbook (see Section II, B and C).

In addition to the literature search, models of collaboration from other states were explored for the other lessons they could reveal. Wide-ranging contacts were made with people involved with collaborative efforts on the New York State, national, and other state level. Also, relevant associations and organizations were consulted regarding rural schools and interagency collaboration.

SECTION II

RESULTS

◆ ◆ ◆

A – Study of New York's Collaborative Activities
Data Profile of Interagency Collaboration in New York's Rural Counties

B – Study of Professional Literature
Rural Schools and the Need for Collaboration

C – Study of Research Literature
Reducing Costs and Improving Service Through Collaboration

A – STUDY OF NEW YORK'S COLLABORATIVE ACTIVITIES

Data Profile of Interagency Collaboration in New York's Rural Counties

The following is a tabulation of the results from the survey sent to the identified collaborations between school districts, social service, and community agencies within New York's rural counties. Information provided by those surveyed is in narrative form. Many of these narratives are quite lengthy and they vary considerably in emphasis. So, what follows is not a verified, statistically exhaustive account of these collaborations. Rather, it is a tabulation of the responses people provided. If a collaboration did not indicate that it was initiated in response to a state grant, for example, then we could not know such is the case and our report on how many collaborations are initiated on that basis would be off by one. Results are "as reported."

See Appendix for copies of the Survey and Follow-up Questionnaire.

The Survey

- Collaboration Identification Form sent to all district superintendents of schools in the New York State BOCES and all commissioners of Departments of Social Services in designated rural counties.

- Forms received from all counties with 250 collaborations identified (including some duplicates).

- Surveys sent to identified collaborations (duplicates and non-matches excluded).

- Surveys returned, reviewed, and selected for inclusion in Program Descriptions, or determined not applicable (further reduction due to duplication).

- The survey reveals data on 52 distinct collaborative programs involving approximately 190 school districts[1] and 100 non-district agencies[2].

Of Those Surveyed:

- 47% indicate collaboration in response to new resources
- 10% indicate collaboration in response to new mandates
- 18% indicate collaboration in response to new interagency relations

- 8% of collaborations report cost reduction as their primary goal
- 45% of collaborations report service improvement as their primary goal

* The total figure of 128% primarily indicates duplication between those emphasizing service improvement and some other factor influencing collaboration.

Collaborative Partners

Aside from the BOCES, vocational-technology (vo-tech) centers, and school districts, the following local, state, and federal groups reported participation in interagency partnerships.

Department of Social Services was the most common partner.

- Alcohol and Substance Abuse Council
- Area Concern for Youth, Inc. (private)
- Big Brother/Big Sister
- Capital District Psychiatric Center
- Catholic Charities

- Center for Dispute Settlement
- Child and Adolescent Services
- Committee for Economic Improvement
- Community Colleges
- Cornell Cooperative Extension
- County AIDS Task Force
- County Child Protective Services
- County Counseling Services
- County Employment and Training Department
- County Psychiatric Center Children/Youth Services
- Crisis Hotlines
- Day Care Corporation (private)
- Department of Social Services
- District Attorney's Office
- Division of Child Development (NYSED)
- Drug Abuse Center (private)
- Family Health Network of Central New York
- Family Service Society
- Head Start
- Joint Council for Economic Opportunity
- Literacy Volunteers
- New York State Department of Health
- North Country Teacher Resource Center
- Office of Mental Health – County
- Police Department
- Probation and Youth Bureau
- Public Health Nursing
- Rape Intervention Services Education
- State University of New York (SUNY)
- United Way
- Vocational Education Services for Individuals With Disabilities
- Western New York Nutrition Education and Training Program

This list is not inclusive and there are a variety of specific private agencies, corporations, volunteer groups, colleges, and day care centers which are indicated here in only the most general terms. For more detailed information, see the program descriptions (Section IV).

The Size and Configuration of Collaborations

The size of partnerships ranges from one district working with one agency to as many as 27 districts working with several different agencies. The mix of organizations working together varies widely.

- The Preschool Drug/Alcohol Prevention Program in Sullivan County involves one central school district with two non-related agencies, a community college, and three private nursery schools.

- The Greater Capital District Tech-Prep Consortium involves five vo-tech centers, four community colleges, and one SUNY.

- The Seneca County Employment and Training Department Summer Youth Employment Program involves one BOCES, one community agency, and 26 school districts.

Most partnerships are designed around a specific program or programs. Some, however, are configured as interagency councils designed to promote many collaborations among the various partners. See, for example, the Genesee Valley Regional Interagency Council of Wyoming County, or the Regional Interagency Linkage Council of Cayuga County (see program descriptions 15 and 33).

Motivators for Collaboration

Both external forces and internal organizational goals can create the motivation for collaboration among districts and agencies. External forces include new service mandates, new interagency relationships, or new resources. Some ventures are initiated or sponsored by federal or state grants for a specific purpose. Others result from general, federal, or state allocations to school districts, state agencies, counties, employment and training agencies, etc.

Internal goals commonly include cost reduction and/or service improvement.

Almost every collaboration is motivated by a variety of factors. It is difficult to say whether the availability of new resources, for example, motivates a desire for improving service; or whether a strong motivation for improving service leads to working hard to secure new resources. In the following statistical summary, we have done our best to ascertain the primary motivations for initiating a collaborative project, and we have accounted for dual motivation when appropriate.*

External Forces:
- 47% indicate collaboration in response to new resource possibilities.
- 10% indicate collaboration in response to new mandates.
- 18% indicate collaboration in response to new interagency relations.

Internal Goals:
- 8% of collaborations report cost reduction as their primary goal.
- 45% of collaborations report service improvement as their primary goal.

* The total figure of 128% primarily indicates duplication between those emphasizing service improvement and some other factor influencing collaboration.

Sources of New Resources:
- The most commonly mentioned source of funding is the Youth-at-Risk Grants obtained through the State Education Department.
- Some collaborations obtained federal or state Drug-Free Schools money (see # 40).
- One received a New York State Decentralization Grant (see # 46).
- One collaboration reported receiving a Structured Educational Support Program Grant from the New York State Department of Labor (see # 02).

Mandates:
- For collaborations initiated in response to mandates see, for example, # 35 and # 51.

Length of Operation

- 28% have been operating less than 2 years.
- 40% have been operating from 2 to 3 years.
- 27% have been operating more than 3 years.
- 5% provided insufficient information.

Some of the longer-lived collaborations date back to the 1970's.

Most Common Program Categories

The following are the most commonly noted areas of collaboration, listed in order of frequency.

- Youth-At-Risk
- Disabilities and Special Education
- Vocational Education
- Adolescent Pregnancy
- Substance Abuse
- Health and Nutrition
- Early Intervention
- Other

"Other" includes such subjects as transportation services, child-care programs, peer mediation, and interagency councils established to oversee and promote collaborative projects within a given geographic area or between a given group of districts and agencies.

Data By Program Categories

The following four lists present the reported needs being addressed, evaluation procedures, funding sources, and cost benefits for each of the surveyed programs. The information is grouped according to program category and indexed by Handbook description numbers (see Handbook Section IV).

NEED

What needs or problems prompted the collaboration, and what services does it provide?

Handbook Description #	Need
Youth At-Risk (YAR)	
01	Parenting education for YAR and their families
03	Preschool program for YAR and a facility for Head Start

08 Need to develop interagency coherence

10 Prekindergarten program to provide holistic development of economically disadvantaged children

20 Reduce duplication of services and programs; provide affordable services and programs

27 Identify YAR early to reduce later PINS referrals

32 Address problems related to suicide, depression, and conflict; schools alone are inadequate

34 Integrate services to meet the complex needs of YAR and their families

38 Address issues of dysfunctional families, substance abuse, teen pregnancy

41 Single entry point for YAR and their families seeking a range of services; increase identification of YAR; provide resources in least restrictive manner

47 Coordination of services for YAR and their families

49 Shift from reactive, crisis intervention model to a proactive prevention system

51 Reduce foster care placements, PINS and Juvenile Delinquent referrals, child abuse and neglect cases, and dropouts; intervene earlier for YAR

Disabilities and Special Education

06 Integrate service delivery to treat child as a whole person

09 Provide intermediate treatment between inpatient hospitalization and outpatient counseling; allow children to live at home while obtaining necessary services

15 Maximize resources and minimize duplication of services; integrate systems and services; address joint agency initiatives and problem areas; address family involvement strategies; establish a dispute resolution mechanism; aid transition to adult services

19 Reduce placements of emotionally handicapped students outside district; establish day treatment centers for local treatment

21 Provide alternative to hospitalization or institutionalization; help families care for mentally challenged adolescents

25 Provide all mandated services within least restrictive environment

30 Provide needed services previously unprovided; aid families and foster parents; arrange information sharing and cooperation between DSS and schools

33 Provide transportation to services; coordinate aid to parents; provide comprehensive service within more accessible system; identify and expand pool of private service providers

43 Compensate for bad roads and lack of public transportation by bringing mental health services to local areas

44 Provide vocational training for disabled adults

Vocational Education

02 Reduce dropout rates; improve academic performance and attendance; enhance vocational awareness; provide vocational options and direction

16 Improve communication between secondary and post-secondary schools and between academic and vocational faculty; provide additional guidance to students; use resources more efficiently; increase associate degree completion rates; improve math and science skills

23 Cut costs; eliminate program duplication; better meet voc-ed needs

24 Provide training and education for parents so they can gain employment sufficient to provide for their families

35 Provide remedial reading and math to voc-ed students

37 Teach voc-ed students about small business

42 Improve retention and graduation rates among YAR by involving them in voc-ed training

Adolescent Pregnancy

05 Reduce dropout rates for teen mothers; improve teen parenting skills

18 Reduce teen pregnancy; improve physical, social, educational, and economic situation of pregnant teens;

prevent child abuse or neglect
48 Reduce teen pregnancy

Substance Abuse

11 Eliminate substance use, abuse, and dependency while keeping children in school; bring substance treatment and prevention into the schools
39 Increase aid to students facing problems related to substance abuse; decrease dropout rate
40 Improve student and employee awareness of substance abuse; provide short-term counseling, education programs, and referral services
46 Inform students about substance abuse and treatment programs; increase self-esteem; develop theater skills

Health and Nutrition

04 Provide HIV/AIDS education to alternative high-school students to reduce high-risk behaviors
12 Provide general child/adolescent preventive health care in schools to counter lack of health insurance, transportation, and parental time-off
13 Provide preventive health care to children
14 Enhance student knowledge of food safety
22 Educate overweight girls in junior high about proper diet and exercise
36 Better protect victims of sexual abuse; improve mental health treatment of victims and offenders; increase conviction rate of offenders

Early Intervention

28 Provide awareness of substance abuse
31 Reduce substance abuse, pregnancy, early attrition, and behavior problems by increasing self-esteem
50 Provide holistic support service to youth and families in keeping with Child Welfare Reform Act of 1979; reduce PINS referrals and JD (Juvenile Delinquent) petitions; keep families together

Other

07 Coordinate child-care services; provide high quality, affordable child-care
17 Reduce adult illiteracy
26 Empower students and staff to resolve their own conflicts; reduce suspension/expulsion of students
29 Reduce transportation costs
45 Improve relationship between business and education; improve work ethic of students; improve employment opportunities for youth
52 Use private sector resources to improve local education; emphasize math and science in K–12 curricula

PROGRAM EVALUATION

In what ways is the collaboration and its outcomes monitored and measured?

Note: Only those programs reporting evaluation procedures are listed here. Anything reported as an informal evaluation is excluded. It is worth remembering that many of these programs are new and have had no opportunity to measure outcomes.

Handbook Description # Evaluation

Youth At-Risk (YAR)

01 YAR manager talks with schools and agencies; attendance at training programs monitored; participants complete evaluation forms
03 County Head Start office monitors outcomes; district business manager and auditors monitor fiscal reports
08 Data on dropouts, foster care placements, and PINS petitions are collected and reviewed
10 An annual report is compiled; SED conducts site-visits
20 Outcomes measured through tabulation of number served and observed degree of positive behavioral change among clients
27 PINS Adjustment Services and State Interagency Team evaluate outcomes;

quarterly reports are sent to director of probation

32 Statistics kept

34 Individual monitoring of clients via case reports

38 Students are administered pre- and post-tests for awareness and understanding; counselor's records are evaluated; negative interactions between staff and students are documented

41 A mid-year survey traces clients; overall costs are monitored

47 Advisory council evaluates program

49 DSS and Cortland City Schools monitor outcomes

Disabilities and Special Education

06 Staff conduct 3-month and annual reviews; Committee of Special Education monitors progress

15 Council members evaluate program outcomes every 6 months and issue a report documenting the progress of the collaboration

19 Studies conducted on resident discharge indicators; SED and OMH (Office of Mental Health) conduct regular evaluations

21 Committee of Special Education and the Capital District Psychiatric Center monitor pupil records and programs

25 Program annually reviewed by board of directors, BOCES, board of education, OMH, SED, and Community Services Board

30 YAR Community Partnership Program Coordinator evaluates program

33 Client telephone inquiries are logged; participating agencies/providers complete program evaluations; the Council evaluates programs through regular meetings

43 Initially each school completed pre- and post-service questionnaire, now meetings are held once or twice yearly to discuss program; OMH performs onsite visits

44 Providers monitor client school grades, file formal evaluation reports, and track student employment records

Vocational Education

02 DOL (Department of Labor), SED, and MAGi Educational Services provide an annual evaluation

23 Data tabulated for credit hours taken, number enrolled, and percent successfully employed; finances evaluated for savings

24 A weekly progress report for each student is filed

35 Students are administered pre- and post-tests

37 Students provide verbal and written evaluations

42 DOL and SED monitor; program is evaluated as part of TEAM coordinator's master's thesis

Adolescent Pregnancy

05 Teen Parenting Center director and Pupil Services director at the school each provide annual reports

18 Program director makes an annual progress report

48 Local statistics on teen pregnancy are reviewed annually

Substance Abuse

11 Schools provide annual written evaluations of program and assist in staff evaluations

39 Referral statistics are kept; BOCES and GCASA members meet bimonthly; Student Assistance Program representatives and county service providers meet biannually; PRIDE (Parents' Resource Institute for Drug Education) survey will be conducted in 1993

40 Staff file quarterly reports and provide annual SAP evaluations

Health and Nutrition

04 Students and staff evaluate program; advisory board evaluates program biannually

12 The program is reviewed annually; statistical data related to local health care evaluated regularly

22 Students are surveyed; student journals recording daily nutritional habits are reviewed

Early Intervention

28 NYS Division of Substance Abuse Services and Sullivan County Division of Community Services monitor the program

31 Students and teachers complete surveys after each session or program; evaluations are solicited from parents/guardians of participating students; agency and school personnel meet to evaluate program

50 An oversight committee monitors program activities

Other

07 Detailed program statistics maintained and reviewed monthly by the board of directors, NYS DSS Legislative Grants Division, NYS DSS Bureau of Early Childhood Services, and the SUNY Research Foundation

17 Tutor reports are evaluated monthly by program coordinator

26 Outcomes assessed case-by-case via debriefings

52 Each program evaluated by all participants

FUNDING SOURCES

What are some of the sources of funding for the collaboration?

Note: By its nature interagency collaboration combines resources. The funding sources reported here do not include the locally pooled resources of participating agencies or those resources previously applied locally for these particular clients. Most of these programs utilize BOCES support, share facilities and/or staff, and provide in-kind services. (For an example of pooled resources see program 25.) The funding sources listed here are those specific to the collaboration. Many of these sources are grants. The surveys may represent an under-reporting of such sources which are listed only as reported.

Handbook Description # — Funding Sources

Youth At-Risk (YAR)

01 YAR Community Partnership Grant; Cornell Cooperative Extension provides training, facilitators, materials, and evaluates the program

10 New York State Prekindergarten Program Funds

27 PINS Diversion Grant

32 YAR funds

34 YAR funds

41 Title XX funds

47 Western New York Regional Health Education Resource Center provides materials; YAR Community Partnership Grant

49 YAR Community Partnership Grant; Division of Substance Services; Attendance Improvement/Dropout Prevention; DSS Options Prevention Services; Criminal Justice Services; Drug Free Schools and Communities Act; a private foundation; in-kind support from businesses

51 YAR Community Partnership Grant; PINS Diversion Grant

Disabilities and Special Education

06 County Legislature

15 Grant from SED in response to RFP (Request for Proposals) for BOCES councils

30 YAR Community Partnership Grant

33 Grant awarded to BOCES

43 NYS Office of Mental Health (OMH)

Vocational Education

02 Structured Educational Support Program Grant from DOL

16 Vocational and Applied Technology Education Act Tech-Prep Grant

24 DSS-SED Partnership Grant

37 Job Training Partnership Act grant

42 Job Training Partnership Act grant

Adolescent Pregnancy

05 County Community Service Project; County Youth Bureau
18 YAR Community Partnership Grant

Substance Abuse

11 Office of Alcohol and Substance Abuse Services
39 BOCES "Section 45 aid"; Drug Free Schools and Communities Grant
40 Division of Substance Abuse Services; Drug Free Schools and Communities Grant
46 County Arts Council money via a NY State Decentralization Grant; materials and space provided by County Cooperative Extension

Health and Nutrition

04 AIDS Institute
13 Western New York Nutrition Education and Training Program (NET is a federal program from the Department of Agriculture. This program provides funds to the NYSED's Bureau of School Health Education and Services. The funds are then given to BOCES sites for nutrition education and training programs.)
14 Cornell Cooperative Extension provides presenters and materials
22 County Cooperative Extension provides presenters and materials
36 Initial grant to support liaison person for the first year

Early Intervention

28 Division of Substance Abuse Grant
31 YAR Community Partnership Grant

SAMPLE COST-BENEFICIAL COLLABORATIONS

Following is a sampling of collaborative programs that reported some form of cost-benefit. In some cases the cost-benefit is in immediate reduction of costs; in other cases it is in real cost savings due to reduction in needs for more expensive services.

Handbook Description #	Cost-Benefits
05	*Jefferson County* – Increased # of teen parents who stay in school, graduate, and stay off welfare rolls
06	*Cayuga County* – Keep students in home schools and reduce placements in residential settings
08	*Montgomery County* – Reduction in number of dropouts, foster care placements, and PINS petitions
09	*St. Lawrence County* – Greatly increased number of children served with same number of staff
11	*Monroe, Wayne Counties* – Cost sharing: 50% to districts
12	*Cortland County* – Eliminated costs of physical examinations to districts; increased attendance
15	*Wyoming, Livingston, Steuben Counties* – Lower duplication of services; direct cost savings to districts
18	*Wyoming County* – Real reduction in number of teen pregnancies, and thus the cost of prenatal services
19	*Livingston, Steuben, Wyoming Counties* – Reduction of number of clients needing higher and more expensive levels of care
21	*Washington, Warren, Saratoga Counties* – Reduction in number of students hospitalized or institutionalized
23	*Ontario County* – Direct cost reduction in areas of materials, facilities, advertising, equipment
27	*St. Lawrence County* – Significant decrease in court referrals
30	*Sullivan County* – Reduction in hotline calls, number of out-of-home placements
51	*Delaware County* – Through use of preventive funding stream and financial support of DSS the schools receive case worker services at greatly reduced costs

Commonly Encountered Problems

Most frequently cited problems are:
- conflicting regulations or policies
- scheduling or coordinating services
- sharing confidential information
- determining the relative authority of the participants
- lack of administrative or practitioner support
- lack of time
- funding
- obtaining client or participant transportation

Other noted problems include:
- need to provide child-care for adult participants in programs
- hiring freezes
- lack of facilities
- turf issues
- conflicting expectations of members

Common Advice For Others

The overwhelming majority of respondents stress communication and the need for frequent, regular, and open discussion among participants in the project. Other tips, in descending order of frequency are listed here.

- Carefully plan the collaboration before initiating it
- Define the roles and responsibilities of participants
- Achieve consensus on the basic philosophy/mission of the project
- Encourage full involvement of all participants
- Encourage flexibility among participants
- Seek personnel who are competent and dedicated to the mission
- Commit the time to do the job right
- Be patient
- Establish a strong community and/or political support network
- Secure top level commitment
- Be willing to share resources
- Be willing to learn from and teach your partners
- Hire or appoint a coordinator and/or troubleshooter
- Maximize face-to-face contact
- Minimize paperwork

For more detailed sugestions please see "Considerations for Success" (Section III).

> ***The overwhelming majority of respondents stress communication and the need for frequent, regular, and open discussion among participants in the project.***

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[1] Includes BOCES and Vocational-Technical Centers.

[2] The number of non-district agencies is inflated due to each partner in a distinct collaboration being counted once. So, for example, Department of Youth Services, which has representatives involved in a number of collaborations, is counted for each distinct collaborative project in which it is involved.

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B – STUDY OF PROFESSIONAL LITERATURE

Rural Schools and the Need For Collaboration

The following information is derived from a review of the professional, governmental, and research literature. The intent is to clearly articulate and present in a concise format the best of what is known about rural schools, factors affecting collaboration, and the unique position of rural schools relative to collaboration.

Rural Schools: Their Unique Situation[1]

The *potential advantages* of rural schooling include:

- strong and involved school leadership
- strong and positive school ethos
- lack of bureaucracy
- informal school structure
- innovative practices
- close and supportive home-school relations
- low dropout rates
- perception of the school as "central to the communities' educational, recreational, and cultural activities"
- student-to-teacher ratio

Rural communities and school districts are sufficiently diverse that they defy categorization, however, they generally share the following characteristics.

- *Rural schools tend to be physically isolated* from those support systems (economic, governmental, and educational) that are found in urban districts and that can provide corporate, health, social service, cultural, and university linkages.
- *Rural schools tend to be culturally isolated.* The school and community tend to represent a fairly homogenous linguistic, ethnic, and cultural group.
- *Rural schools tend to have small enrollments, dispersed populations, and low sources of local funding.*[2]

The *potential disadvantages* of rural schooling include:

- high administrator turnover
- limited program offerings
- higher operating costs as a result of diseconomies of scale
- state and federal funding formulas that rarely account for costs associated with sparse population
- lack of specialized student and community support services[3]
- a relatively low local tax effort
- a tendency not to get involved in interagency collaborations, possibly as a result of geographic isolation

Isolation, small size, low population density, and a limited resource base combine to create problems unique to rural schools. Client populations are often isolated and dispersed, making it expensive to provide special services and difficult to create single-focus programs. Professional expertise and complementary service programs are often difficult to locate and use.

Many of the potential disadvantages of a rural school district may be addressed through innovative collaboration with other districts, local support groups, and other social service delivery agencies. Many of the potential advantages of a rural school district lend themselves to exactly the sort of flexibility, practical focus on needs and resources at hand, and informal strategies that are crucial to successful collaborations.

Doing More With Less[4]

It seems that every year schools, agencies, and governments are asked to increase their responsibility for delivering social services. The increase in demand on the resources of the school district is not always accompanied by an equal increase in resources. So, districts are compelled to do more with less. Prescriptive state aid requirements limit school districts' flexibility to use resources in creative ways, such as for interagency collaborations. As client needs are more narrowly defined, rural school districts are increasingly hard pressed to configure professional personnel and clients into programs that will efficiently and effectively serve the interests of all those involved.

Providing services to school-age handicapped children provides an example of the sorts of problems created by this expanded scope of responsibility.

When the regulations for the federal Public Law 94-142 went into effect in 1977, local education agencies (LEAs), as well as state education agencies (SEAs), began having similar problems:

- individual educational plans (IEPs) required the provision of services only to the extent that they were available, not to the extent that they were needed
- staff trained to provide related services in educational settings was difficult to find
- non-educational agencies assumed schools had the mandate to provide the necessary services and withdrew their own provision of those services, applying their agency dollars to other priority areas
- agencies lacked coordination and communication and found themselves duplicating each others' services
- LEAs were mandated to provide services which they could not afford and which they could not require others to provide
- education funding was reduced overall, but was made increasingly available for the purchase of related service staff in LEAs
- the public, seeing the increased funding of special education and related services, protested what appeared to be exorbitant expenditures
- some parents and professionals, expecting that emerging treatment models were panaceas, increased requests to LEAs for specific related services[5]

Three questions for school administrators emerge from these circumstances. What are the best ways to serve the client population? How do we get resources to help us meet our expanded responsibilities? How do we get other agencies to use their resources where they should? There are no simple answers, but tapping the expertise and resources of other agencies through interagency collaboration may provide a way to make the questions more manageable. Obtaining related services by going beyond LEA resources may improve service, reduce costs, or both.

Benefits and Costs of Collaboration

Interagency partnerships offer great potential benefits for the delivery of comprehensive services in rural areas:

- they can bring together a broad range of expertise and services
- they can harness and combine those financial resources permanently available through agency budgets and intermittently available through special funding streams
- they can coordinate existing services and reorganize available resources to create more effective services[6]

Interagency collaborations bear costs, too:

- partners must compromise on service goals and means
- partners must negotiate areas of autonomy and control for each agency
- partners must commit significant staff time and often resources

Some Factors Affecting Collaboration

The need for collaboration and the possibility of successful collaboration are affected by three factors:

1) Size – the number of service providers and potential clients
2) Resources – the people, money, knowledge, time, and materials available
3) Scope of Responsibility – the demand placed upon available resources

Decisions about the usefulness of collaboration involve consideration of:

- the size and isolation of the client population
- the size and configuration of the available pool of service providers
- the availability of resources relative to client need
- the scope of agency responsibility

The number of people in a target population affects the types of services one might want to offer and how one might want to offer them. An isolated teen pregnancy probably does not require developing a large prenatal care program for teenagers. A large number of teen pregnancies may suggest the need for just such a program.

The available pool of service providers also affects one's consideration of collaborating. A school counselor with a contact at a local health clinic may be sufficient to address the need for prenatal care for isolated teen pregnancies. With a large number of pregnancies greater resources might be appropriate. If, for example, Department of Social Services offers a prenatal care program, the problem may be that of connecting those needing the program with the providers. If several agencies or groups offer complementary sorts of programs, the problem may be that of coordinating the provision of services. If no one offers a teenage prenatal care program, then the need may be to create a program.

Once the need is identified some questions arise:

1) what resources are available in existing programs and agencies
2) how can existing resources be combined or coordinated to most efficiently meet the need
3) what gaps in existing resources require filling through the creation of a new program

An effective evaluation of resources requires interagency knowledge of currently available programs and staff. This knowledge can only be available through contacts with the personnel of various agencies. Ongoing interagency communication can be informal, but it is crucial to providing knowledge of available resources.

> ***Exactly how collaboration can help any particular area or any particular school district is something that must be assessed on a case-by-case basis, taking into account considerations of size, resources, and scope of responsibility.***

The availability of resources aside from personnel is an important consideration. State and federal grants and technical assistance are available for various sorts of programs. That assistance, however, is often specific to certain agencies, types of programs, or certain sorts of collaborations. For instance, the New York State Education Department Efficiency Study Grants are available for studying the coordination of services between groups of school districts or between school districts and municipalities for the services of at-risk youth and their families.

The scope of agency responsibility can both motivate collaboration and get in the way of focusing on the needs of the child. As more services are mandated, school districts will find collaboration increasingly attractive. However, two problems often arise: turf battles and resource conservation. Turf battles result when one group claims exclusive right to address certain problems. This has been a problem between school faculty and Department of Social Service staff. Resource conservation occurs when one agency assumes that another agency has responsibility for addressing a problem and, therefore, that the first agency need not commit resources to assist in meeting the need. As noted above, such resource conservation was one of the effects of PL 94–142.

Rural school districts try to meet a large number of varied needs with limited resources, a lack of specialized staff, and often small client populations. The needs of a rural area may be best met by pooling the knowledge, resources, and talents of the many public agencies serving the area. However, exactly how collaboration can help any particular area or any particular school district is something that must be assessed on a case-by-case basis, taking into account considerations of size, resources, and scope of responsibility. The available wealth of a district, of course, also provides an important consideration.

There is nothing inherent in smallness to diminish the capacity of a school district to provide services. A wealthy, small school district has financial resources to help compensate for lack of aggregate student population or in-house expertise. Tiny Alaskan villages demonstrated this fact conclusively with the initial flood of oil revenues and federal funds from the Land Claims Settlement Act. Doctors and specialists were flown in as needed. Sports teams, field trips, and extra-curricular clubs were flown out to compete with other schools, interact with the larger society, and take advantage of cultural resources not readily available at home. However, few rural communities have such resources. Those who succeed in providing needed services often do so through creativity, resource deployment, and through collaboration.

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[1] The information in this section is primarily taken from: The University of the State of New York, *Rural Education: Issues and Strategies*, The State Education Department, April, 1992.

[2] ibid., p. 5.

[3] ibid., p. 12

[4] The information in this section is primarily taken from: Kenneth R. Olsen, *Obtaining Related Services Through Local Interagency Collaboration*, Mid-South Regional Resource Center, University of Kentucky, 1983.

[5] ibid., p. 1.

[6] Atelia I. Melaville, with Martin J. Blank, *What It Takes: Structuring Interagency Partnerships to Connect Children and Families with Comprehensive Services*, Washington, DC: Education and Human Services Consortium, 1991, p. 11.

C – STUDY OF RESEARCH LITERATURE

Reducing Costs and Improving Service Through Collaboration

The following information is derived from a review of the research literature, primarily as indexed or archived in the Educational Resource Information Center (ERIC). The Colorado example described here was discovered through interviews with human service professionals in Colorado. The actual information on "The Center" is taken from their own materials and through discussions with participants. The intent of this section is to provide the most accurate answers possible to the two dominant questions facing potential collaborators: Does collaboration save money, and does collaboration improve service.

The Big Questions

Does collaboration save money?

Does collaboration improve service?

The Answers

> *Some collaborations save absolute dollars. Most collaborations provide improved service at some sort of reduced expense but do bear some costs.*
>
> *Most collaborations realize their primary goal of improved service.*

Measuring the Costs of Collaboration

Clearcut Savings

The uniqueness of each collaboration makes it difficult to generalize about reducing costs. There is evidence, however, that some collaborations do reduce costs.

Twelve school districts in the Cattaraugus-Allegany BOCES joined together to transport handicapped preschoolers from their place of residence to the BOCES preschool program. The resulting Preschool Handicapped Transportation Program of Allegany County (#29) reports "the county has reduced its costs by approximately 70%."

Clearcut cost reduction seems most likely to occur in collaborations created to coordinate a limited service already provided at high cost by each of the partners.

Staff Time

The cost in terms of staff time bears particular mention. An extensive review of interorganizational collaboration by Carolyn Cates makes the point succinctly and forcefully.

> *Although the overall costs of collaboration are often moderate in light of the benefits, the costs should not be underestimated. The dollar costs for member organizations are often quite modest. However, the costs in terms of staff time can be much greater than expected, both for the coordinating staff and staff in member organizations.*[1]

Costs and Benefits

Since almost all collaborations involve improved levels of service, increased service, or service that was not previously provided, measuring the cost of collaboration proves difficult. "The Center" of Lake County, Colorado, mentioned below, costs the school district money in the form of a donated building and a start-up grant. The Center provides programs that the school district did not and probably would not have provided. Overall, then, it seems the collaborative venture costs the district money. A related problem is that it is difficult to measure the benefits. The Center may return benefits to the district. Do the programs at The Center result in decreased special education costs, in decreased costs due to reduced disciplinary problems, or in improved student achievement which may promote a more pleasant educational environment and reduce staff turnover?

Collaborative ventures with related service agencies may increase the level of service a district may offer and may help spread out the cost of and responsibility for programs, but it seems unrealistic for a district to expect large and direct reductions in expenditures as a result of entering into a collaborative arrangement. One measure of a successful collaborative venture is if it significantly increases the quantity or quality of service provided without significantly increasing costs.

Some collaborations save absolute dollars. Most collaborations provide improved service at some sort of reduced expense but do bear some costs.

Measuring Improved Service

National research shows that service delivery can be improved through collaboration.

Although benefits can be difficult to measure, the following studies indicate that tangible and intangible benefits have been realized through collaborative ventures.

A study of early intervention programs for handicapped children in rural areas concludes that cost effective delivery strategies are possible through collaborative efforts and the use of community resources, including parents.[2]

A study of the impact of interagency collaboration on providing vocational and mental health services in the State of Vermont concluded that service delivery improved as a result of the collaboration.

> *As perceived by the administrators the development of cooperative agreements led to increased joint efforts in planning, programming, information exchange, determination of eligibility and budgeting, staff meetings, and case services.*[3]

Although the researchers found no change in the perception of practitioners as a result of the effect of cooperative arrangements, they did find evidence of improved delivery of service. In effect, the researchers found that the collaboration led to more appropriate placing of clients, which actually reduced client load while increasing the success rate of those clients that were treated.

> *Although the number of clients referred ... decreased, the percentage and actual number of clients rehabilitated increased. Thus, interagency functioning at the local level seemed to become both more efficient and more effective.*[4]

The authors of the Vermont study concluded not only that client success rates can improve through closer collaboration but that successful collaboration encourages a stronger commitment by relevant agencies to fund and otherwise support the local service deliverers. As the efficiency and effectiveness of service delivery increase, resources for providing those services effectively increase.

An Example at the National Level

One district in Colorado provides a noteworthy success story. The Lake County School District in Colorado is located in Leadville. Up until 1982, the Climax Mine in Leadville employed 3,000 workers and the county population was 8,800. Currently, the mine employs 118, and the population of the entire county is 5,700. With its economy in shambles, the district's levy went from $23.66 per $1,000 of full valuation in 1982 to $54 per $1,000 in 1992. Assessed valuation of the district went from $204,139,640 to $47,000,000 in the same time period.

The key, however, was that all programs would be provided without using local tax dollars. The Center now operates as a non-profit organization, raising its $600,000 yearly operating expenses on its own. Tuition provides 50% of funding, while being on a sliding scale so as not to exclude anyone. A variety of public social service agencies contribute almost 40% of funding, and the remaining 10% comes from private donors.

Faced with decreased revenues and increased costs related to the requirements of educating an increasingly impoverished student population, the district decided to try something out of the ordinary. In 1988 the district established an early childhood education program called "The Center." The cost to the district consisted of donating an old school that had been closed and $40,000 in initial renovation funding.

The broad goals of The Center were to reduce the drop-out rate, the teen pregnancy rate, and the percentage of children being left home alone while their parents traveled outside the county for work; to provide early intervention services for handicapped children; and to reduce the high percentage of children entering kindergarten who were not developmentally ready for school. These goals were to be achieved through providing:

- integrated preschool programs for every 2-1/2 to 5-year-old child in the county
- affordable day-care for 2-1/2 to 10-year-old children, 365 days per year, open 5:30 AM to 6:30 PM
- affordable before- and after-school programs for all 5- to 13-year-old children in the county

The key, however, was that all programs would be provided without using local tax dollars and while retaining control of The Center by keeping it under the permanent direction of the Lake County School Board. The Center now operates as a non-profit organization, raising its $600,000 yearly operating expenses on its own. Tuition provides 50% of funding, while being on a sliding scale so as not to exclude anyone. A variety of public social service agencies contribute almost 40% of funding, and the remaining 10% comes from private donors.

The Center has been successfully in operation since September of 1988; the number of programs and related services it houses or offers continues to expand. By involving a wide variety of state, federal, and non-profit agencies and groups and tapping an extensive network of funding, The Center has become a showpiece of interagency collaboration.

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[1] Carolyn S. Cates, "Interorganizational Collaboration and School Improvement," *Teacher Education Quarterly*, Vol. 13, No. 2, Spring 1986, p. 97.

[2] Talbot Black and Patricia Hutinger, eds., "Cost Effective Delivery Strategies in Rural Areas: Programs for Young Handicapped Children," as part of the *Making it Work in Rural Communities* series published by the Handicapped Children's Early Education Program Rural Network, Office of Special Education, U.S. Department of Education.

[3] E. Sally Rogers, et al, "The Impact of Interagency Collaboration on System and Client Outcomes," *Rehabilitation Counseling Bulletin*, Vol. 33, No. 2, December 1989, p. 107.

[4] ibid.

SECTION III

CONSIDERATIONS FOR COLLABORATORS

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A – Legal and Institutional Considerations

B – Resource Considerations in New York State

  1. *Agencies and Initiatives*
  2. *Collaborative Programs Involving the New York State Education Department*

C – Considerations for Success

  1. *Summary*
  2. *Barriers*
  3. *Five Variables That Shape Interagency Partnerships*
  4. *Lessons From New York*
  5. *Notes From The Professional Literature*

A – LEGAL AND INSTITUTIONAL CONSIDERATIONS

The information in this section is derived from a review of New York State law, from discussions with an attorney specializing in Education Law, and from discussions with selected New York State Education Department staff. The intent is to point out the legal and institutional factors that may inhibit or promote collaboration.

Each partner in a collaboration is bound by a framework of mandates, jurisdictions, and procedures within which it must both operate and collaborate. Understanding the legal and institutional constraints of the partners is essential when considering their possible roles and responsibilities as collaborators.

The New York State Education Department, the New York State Legislature, the Governor's Office, and the federal government are all actively encouraging collaborative service delivery programs. However, collaborations often involve agencies which operate under different legal boundaries, mandates, jurisdictions, procedures of fiscal and professional accountability, and terms and conditions of employment. Since schools are the common partner in all of the collaborations described in this Handbook, we highlight those legal and institutional factors affecting schools and their ability to collaborate with other agencies.

However well the New York State Education Department or any other agency reduces red tape and restrictive policies, there are still certain areas of **law, fiscal and professional accountability**, and **institutional reality** which one MUST take into account in order to succeed in constructing an effective collaboration.

LAW

Please Note:
This Handbook cannot and does not substitute for legal counsel.

Aside from constitutional issues and specific federal legislation, the following state laws and structures are among those which could impact on a collaboration.

State Administrative Agencies With Adjudicatory Roles

The following agencies have legal authority to settle certain matters concerning school districts.

I. State Education Department
  a. Commissioner of Education
  b. Teacher Education, Certification and Practice Board

II. Public Employment Relations Board

III. Human Rights Division

IV. State Labor Department
  a. Commissioner of Labor
    1. Minimum wage and wage payment laws
    2. Occupational safety and health matters
  b. Industrial Board of Appeals
  c. Unemployment Insurance Division

V. Workers Compensation Board[1]

As a result of that authority, each agency has developed a tradition of policy and judicial precedent with regard to their area of jurisdiction. These policies and precedents ought to serve as guidelines for action at the district level. The expertise of legal counsel or experienced administrators should be consulted before entering into a collaborative agreement in order to anticipate any problems that might arise.

Terms and Conditions of Employment

Potentially, some of the more troublesome legal problems with collaborative agreements involve the legal rights of employees, collective bargaining, and employment contracts.

When Boards of Cooperative Educational Services (BOCES) started offering educational services and duplicating or replacing some of the functions of local school districts, legal problems arose concerning promotion and tenure, seniority, and bargaining rights. Sections 3014-a, and 3014-b, Article 61 of the Education Law address such concerns. The BOCES experience provides an example of both the sorts of problems that may arise and an approach to finding a solution.

Probably the broadest legal statement concerning the terms and conditions of employment applicable to all public employees is the Public Employees' Fair Employment Act, Article 14 of the Civil Service Law, otherwise known as the Taylor Law. Any collaboration that affects the "terms and conditions of employment of public employees" is subject to the guidelines and restrictions laid out in the Taylor Law.

Open Meetings

It is important that those entering into a collaborative venture recognize their responsibilities under the Open Meetings Law (Article 7 of the Public Officers Law) and comply with the requirements of giving public notice, keeping minutes, and properly conducting executive session. Failure to adequately meet these requirements provides an opportunity for persons opposed to a project to challenge the legality of actions taken.

The Open Meetings Law also serves as reminder that there is a political dimension to collaborative arrangements. Beyond intra- and interagency politics there is the reality of local politics. Collaborative ventures will work best when they take into account public perception and the need for public support.

Confidentiality

When a collaboration deals with student records, it is subject to federal and state confidentiality law. The Family Educational Rights and Privacy Act of 1974 (the Buckley Amendment) is a federal law which guarantees the confidentiality of student records. The New York State Freedom of Information Law (Public Officers Law, Article 6) makes all public records available for public disclosure, with certain exemptions. Those exemptions are as follows:

a) records made confidential by federal or state law (student records, teacher disciplinary records)

b) intra- or interagency materials (executive privilege)

c) records whose disclosure could result in an impairment of contract rewards or negotiations

d) records whose disclosure would result in interference with law enforcement activities

e) records whose disclosure could result in an unwarranted invasion of personal privacy[2]

Laws requiring public disclosure, such as The Freedom of Information Law, and laws protecting privacy, such as the Buckley Amendment, exist in tension. Individual agencies generally have developed policies with regard to negotiating that tension. Several respondents to our survey reported the need to negotiate problems with confidentiality in order to pursue their collaborative programs (for examples see program descriptions 40 and 41).

Conflicts of Interest

Rural areas with low populations provide conditions ripe for perceptions of conflicts of interest. As agencies begin collaborating with each other, the likelihood increases that a family member, business partner, employer, or associated corporation may potentially benefit from association with an individual; or that one person may end up wearing more than one hat.

Article 18 of New York's General Municipal Law sets forth those conditions legally prohibited as a conflict of interest. It also requires local school districts to adopt a code of ethics which may be more stringent than Article 18 (see section 806).

> ***The partners in a collaboration should draft a clear and specific memorandum of understanding concerning financial obligations and funding sources prior to engaging in collaborative projects.***

FISCAL AND PROFESSIONAL ACCOUNTABILITY

Fiscal and professional accountability issues are generally similar for the schools and the agencies participating in a collaboration.

Fiscal accountability is absolutely crucial to the successful operation of public agencies. All funds must be clearly accounted for, particularly those involved in projects that share expenses. The partners in a collaboration should draft a clear and specific memorandum of understanding concerning financial obligations and funding sources prior to engaging in collaborative projects. This should be reviewed by legal counsel for all participants.

Failure to clearly specify and account for the use and dollar amounts of funds can lead to breakdowns in trust, failures in crucial components of a program, and charges of misuse of funds. Ultimately, such carelessness can lead to the collapse of the collaborative venture and produce negative ripple effects.

Each profession represented in a collaboration will have a particular code of ethics and tradition of practice. Partners in a collaboration are encouraged to take time to learn about these differences in ethics and practice, and then respect them.

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[1] Compiled by Henry F. Sobota, Attorney at Law.

[2] Summary derived from materials provided by Henry F. Sobota, Attorney at Law.

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B – RESOURCE CONSIDERATIONS IN NEW YORK STATE

A variety of factors make now a particularly good time to consider collaborative arrangements in New York State. The Governor's Office, the Legislature, the Comptroller's Office, and the State Education Department all currently have programs, legislation, policies, and/or committees which favor interagency collaboration. In particular, collaboration involving rural school districts or rural communities is getting a lot of attention at the moment. As one state report argues, "[o]pportunities to alter the fundamental structure of local government arise only about once a generation."[1] Effective interagency collaboration often requires a substantial shift in the legal or practical relations between two governmental entities. Listed on the following pages are some of the variety of forces that are currently working toward enabling those sorts of shifts. Combined, these efforts make now a particularly propitious moment to pursue collaborative ventures.

The first part of this section lists agencies and initiatives in New York State that can provide sources of support for rural schools and/or interagency collaboration.

The second part of this section lists those collaborative projects with which the State Education Department is involved. The program descriptions provide brief synopses of the projects. The charts provide the names and phone numbers of contacts and information on funding sources.

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[1] The Nelson A. Rockefeller Institute of Government, *Local Government Restructuring Project*, "Overview," Spring 1992.

1. AGENCIES AND INITIATIVES

The following agencies and initiatives support rural schools and/or interagency collaboration.

AGENCIES AND INITIATIVES AFFILIATED WITH THE STATE EDUCATION DEPARTMENT

Boards of Cooperative Educational Services
The 41 Boards of Cooperative Educational Services (BOCES) have as their primary function the promotion and provision of cooperative educational services in rural areas. BOCES were created as a result of the recommendations of the Rapp Commission Reports of 1942–47. The Rapp Commission envisioned Intermediate Districts serving as centers of cooperative activities between and among neighboring local school districts and other governmental agencies. In 1948, legislation formalized these Intermediate Districts as BOCES. Today, BOCES still strive to realize that original mission. They provide a good resource and excellent starting point for those interested in establishing collaborative ventures involving rural school districts.

Rural Education Research Program
The New York State Education Department (SED) is currently devoting significant resources to researching issues relevant to rural education. In April 1992, the SED published *Rural Education: Issues and Strategies,* a detailed report on rural education generally and rural education in New York specifically. The SED is also preparing a report titled *The Condition of Education In the Adirondack Blue Line.* This document offers a detailed analysis and statistical summary of the conditions prevailing in the Adirondack region.

The goal of this research program was summarized by Commissioner Thomas Sobol in a proposal presented to the New York State Board of Regents in February 1992.

> *...I propose to direct Department staff to study the possibilities and prepare recommendations for consideration by the Regents and subsequent transmission to the Governor and Legislative leaders concerning...*
>
> - *a comprehensive plan for sharing administrative and instructional services:*
>   - *among school districts*
>   - *among school districts and municipalities or counties*
>   - *among school districts and postsecondary or cultural institutions*
>
> - *legal, financial, and administrative measures which may be needed to put these recommendations to effect.*[1]

Rural Education Advisory Committee
The Rural Education Advisory Committee (REAC) was created in 1990 as part of the New York State Rural Education Research Program. Among other activities, REAC is sponsoring research into the issue of equity for rural school districts in the receipt of state aid. REAC is also the sponsor of this report on interagency collaboration.

REAC may be contacted through the office of its chairperson, Charles H. Bohlen, Jr., district superintendent of schools for Jefferson-Lewis-Hamilton-Herkimer-Oneida Counties, Arsenal Street Road, Box 130, Watertown, New York 13601.

The New Compact for Learning
The SED's "New Compact for Learning" provides support for locally generated, innovative solutions for improving delivery of educational services within an interagency framework of treating the child in a holistic manner. In combination with any policy changes or enabling legislation that may result from SED's emphasis on promoting rural school district

innovation and collaborative arrangements, the Compact could provide a powerful rationale for imaginative interagency cooperation.

PROGRAMS AND INITIATIVES NOT AFFILIATED WITH THE STATE EDUCATION DEPARTMENT

In addition to activities within the SED, a variety of legislative and executive programs and groups are aimed at rural concerns.

The New York State Office of Rural Affairs

The Office of Rural Affairs (ORA) was created in 1986 by the Governor and the legislature as the first cabinet-level agency of its kind in the nation. Since then, the Office of Rural Affairs has been working as an advocate and ombudsman for the 3.2 million rural New Yorkers living in the 44 rural counties "to better coordinate state, federal, and local services for rural communities."[2] In particular, the office has worked for the modification of state law and agency rules, policies and procedures in order to enable state agencies to better meet the needs of rural areas. ORA provides a number of direct assistance programs.

Potentially, one of the most powerful tools to aid rural collaborative projects is ORA's Rural Assistance Information Network (RAIN). As mentioned above, information is crucial in locating resources and discovering possibilities. Requiring a computer and modem, RAIN is a computer service including information on over 1,600 federal and state financial and technical assistance programs. RAIN also offers access to a variety of other state and federal information, including the New York State Department of Labor Workstation. Its interactive bulletin board system could easily accommodate a section devoted to those interested in seeking information on effective collaborative relationships. RAIN can also be accessed through the TNT and SUNY NET systems.

For further information contact the Office of Rural Affairs at (518) 473-9003 or write to the Office of Rural Affairs, Second Floor, State Capitol, Albany, New York 12224.

The New York State Legislative Commission on Rural Resources

The Legislative Commission on Rural Resources began operation in 1983 with the goal of researching and addressing broad issues relevant to rural areas of the state. The particular emphasis has been on concerns related to local government. Currently the commission endorses a balance of local innovation and control with centralized support for the improvement of social services.

The commission may be contacted at (518) 455-2544 or write New York State Legislative Commission on Rural Resources, Legislative Office Building, Albany, New York 12247.

Rural Schools Program

The Rural Schools Program was founded in 1978 with a focus on the special concerns of the rural and small school districts of New York State. The goals and objectives of the program include:

- acting as liaison between districts and state and national organizations with rural interests
- conducting research pertinent to rural districts and disseminating the results to the membership, the public, and decision making bodies
- assisting members to develop organizational policy at the state and national levels
- providing service and information to district members relating to staffing, curriculum, inservice training, instruction, and general school management
- providing a clearinghouse to facilitate communication among members of the program
- conducting regional and statewide conferences concerning broad issues facing program members

The Rural Schools Program is housed at and supported by the New York State College of Agriculture and Life Sciences, Cornell University and may be reached at (607) 255-8056 or write Rural Schools Program, Department of Education, Kennedy Hall, Ithaca, New York 14853.

Cornell Cooperative Extension

A number of New York school districts engage in collaborative programs involving Cornell Cooperative Extension. Cornell Cooperative Extension is funded by federal, state, and local dollars to provide professional resources to local communities. The current statewide program priorities for Cooperative Extension include children and youth at-risk; individual, family, and community well-being; and nutrition, health, and safety.

Cornell Cooperative Extension can be contacted through the county extension agent, through the Rural Schools Program, or directly at Cornell Cooperative Extension, Martha Van Rensselaer Hall, Cornell University, Ithaca, New York 14853. Due to the large number of programs centered at the Cornell office, the Extension recommends the county agent as the initial contact person.

Office of the Comptroller

The Office of the State Comptroller, Division of Management Audit, continually seeks ways for the state to save money. This office recently issued the following report: "School Districts Can Reduce Pupil Transportation Costs By Millions of Dollars Annually Through Improved Contracting Procedures," Report 91-S-94, January, 1992. Copies of the report may be obtained through: Office of the State Comptroller, A.E. Smith Office Building, Albany, New York 12236.

Governor's Blue Ribbon Commission on Consolidation of Local Governments

The Interim Report of the Governor's Blue Ribbon Commission on Consolidation, issued January 1992, provides a number of recommendations for how to help local governments realize efficiencies through cooperative arrangements, mergers, or collaborative ventures. Recommendations include:

- Increasing the power to use intermunicipal contracts by allowing any local government to participate as long as at least one of the participants has the individual power to undertake the service or function;
- Tying bid thresholds to price indexes to assure that small projects can proceed less formally and therefore at less expense;
- Promoting the voluntary creation of regional cooperative consortiums designed 1) as forums for discussing local problems amenable to regional solutions, and 2) to facilitate such solutions;
- Dedicating state agency expertise toward providing technical assistance to local governments;
- Continuing the Municipal Cost Effectiveness Grants Program;
- Articulating as state policy that all agencies should encourage consolidation of services through the review and remedy of all programs providing unnecessary barriers and disincentives.

Local Government Restructuring Project

Potentially one of the more powerful influences on increasing the possibilities for innovative interagency collaborations comes from the Local Government Restructuring Project. In the spring of 1992 the Nelson A. Rockefeller Institute of Government completed the Local Government Restructuring Project as part of the Task Force on Local Government Restructuring. The result of this project is an analysis of "the relationship between local government structure and the effectiveness with which government services are delivered."[3]

The Task Force is concerned with understanding and balancing three seemingly conflicting movements: 1) toward centralization of service delivery (the main thrust of most traditional

40

restructuring projects), 2) toward emphasis on "approaches that would involve joint or cooperative 'production' of local government services without changes in the formal local government structure,"[4] and 3) toward decentralization and local control.

One of the products of the Task Force is "model legislation for facilitating the consideration and adoption of effectiveness-enhancing restructurings."[5] As noted above, collaborative relationships between public agencies require the identification, assessment, and possible modification of enabling or restrictive legislation.

One such piece of enabling legislation is the "Lakewood Plan" currently being proposed by the Task Force. This law would enable counties to enter into contracts with any municipality (including school districts) for the provision of services. A second proposal calls for authorizing the expansion, at local option, of the functions of regional transportation authorities. Such legislation might enable innovative collaboration between school districts and other agencies, such as prisons, the Department of Social Services, or any other provider or user of services related to the transportation of persons. The effect of these legislative proposals is to enable school districts to seek collaborations currently inhibited by law or regulation.

The report emphasizes learning from past and present successes and mistakes in order to seek a delicate balance between local autonomy (professional, agency, or community), centrality of services, efficiency, and quality. Sarah Liebschutz's report for the Local Government Restructuring Project, "The New York Experience with Cooperation, Coordinating Structures, and Consolidation: Selected Case Studies," presents some significant examples of both successful and unsuccessful restructuring efforts.

In a study of consolidation of police services she concludes: "desires for local control were as pivotal as anticipated cost savings in determining the outcomes."[6] That is, the success or failure of either functional or structural consolidations can not simply be measured by the quality of service delivered relative to cost. The program must have local support.

The Task Force on Local Government Restructuring provides a thoughtful analysis of important considerations involved in any substantial restructuring of governmental relationships. The Task Force also proposes and supports enabling legislation to assist local service delivery agencies to collaborate in innovative ways.

CONCLUSION

A variety of current studies, legislative proposals, organizations, and policy initiatives exhibit complementary tendencies that support interagency collaboration between rural school districts and social service agencies. Current conditions are particularly supportive of innovative, interagency collaborative efforts.

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[1] Commissioner Thomas Sobol as quoted in the preface to The State Education Department, *Rural Education: Issues and Strategies,* April 1992.

[2] New York State Office of Rural Affairs, *1989 Annual Report,* p. 1.

[3] The Nelson A. Rockefeller Institute of Government, *Local Government Restructuring Project,* "Overview," Spring 1992.

[4] ibid., "Background."

[5] ibid., "Overview."

[6] Sarah Liebschutz, "The New York Experience with Cooperation, Coordinating Structures, and Consolidation: Selected Case Studies," part of the Local Government Restructuring Project, 1990, p. 8.

2. COLLABORATIVE PROGRAMS INVOLVING NEW YORK STATE EDUCATION DEPARTMENT (SED)

The following information has been generously provided by Mary Ann Awad and the New York State Education Department Compact Strategy Team 10. The first section lists program descriptions. Missing descriptions, labeled "to be submitted," are for existing programs for which descriptions were unavailable at press time.

The second section provides a highly useful series of charts listing a contact's name and phone number, sources of funding, and partners for each of the listed programs. This list of programs and contacts should prove of immense value to everyone interested in or involved with a collaboration.

AIDS/HIV Education Regional Centers
To be submitted.

Comprehensive School Health Education Demonstration Program
To be submitted.

Drug-Free Schools and Communities Act Program Technical Assistance
To be submitted.

Family Life Education Program Regional Centers
To be submitted.

Family Life Education Program Training
To be submitted.

Nutrition Education and Training Program Regional Centers
To be submitted.

School Health Demonstration
To be submitted.

Comprehensive Traffic Safety Education Program
To be submitted.

Driver and Traffic Safety Education
To be submitted.

MV 278 Pre-Licensing Course
To be submitted.

Safety Education
To be submitted.

Youth At-Risk and Community Partnership Program
This program was established to promote the coordination of school and community resources to meet the needs of youth at-risk. In the fall of 1987, and again in the fall of 1988, an Interagency Partnership Panel was established to assist staff with the review and approval of grant applications. An initial workshop was conducted to provide direction to the agency representatives and to distribute application materials for review. Approximately three weeks later, the group was reconvened for a proposal consensus meeting, at which they were given the opportunity to discuss their reactions to the proposals they reviewed. This approach was very successful for the purposes of this program. Agencies and/or groups involved included: DAAA, DSAS, DFY, DOL, DOH, DSS, OMH, Division of Probation, the Business Council of New York State, the Urban League, the Job Training Partnership Council, and the Council on Children and Families.

Education of Homeless Children and Youth

This division is responsible for the administration of federal funds for the education of homeless children and youth, received through the Stuart B. McKinney Act. In 1989, a state plan was developed and approved by the Board of Regents, and it described the services and activities to be provided to address the needs of this population. Since the passage of the McKinney Act in 1988, staff have worked closely with DSS, especially their Income Maintenance Unit, to implement the requirements of this legislation which focus on the provision of education to homeless children and youth. They have been the primary source of data on this population. In 1990, the McKinney Act was re-authorized and an amended state plan was developed and approved. It builds upon current initiatives and stresses interagency collaboration. In addition, contacts with DFY have increased, in order to address the problems faced by runaway youth in continuing and completing their education. SED efforts with both of these agencies have reached down to their respective units or operations at the local level. In particular, local departments of social services play an important role in the school placement determinations which must be made by the parents of homeless children.

PINS (Pupils in Need of Supervision) Division

State legislation has encouraged counties to develop plans to coordinate the resources of schools and communities for the purpose of serving students who are at-risk of being a subject of a PINS petition in family court. These plans describe a system for identification of such students and a designated assessment process to determine the services needed in each case. The Division of Probation, which recently became a part of DSS, has been responsible for overseeing implementation of the plan development and review process. A work group was established for this purpose, and our division has had a representative in this group. The primary activities of the work group have been the review and approval of PINS Diversion Plans submitted, on a voluntary basis, by counties, as well as the provision of technical assistance to counties concerning the development of such plans.

Employment of Minors

This division is responsible for the procedures used by schools to issue employment certificates and permits to minors. The content and format of all applications, certificates, and permits are developed by staff. SED provides technical assistance to school personnel who are given the job of issuing these "working papers." In carrying out these tasks, staff have developed and maintained an ongoing relationship with DOL's Division of Labor Standards. This relationship was especially important this past school year because of major changes made by the legislature to the Child Labor Laws and related Education Law.

Business/Marketing Education Summer Workshops

During each of the past five years, the SED's Bureau of Business and Health Occupations Programs has coordinated multi-day computer technology/curriculum inservice workshops during the summer for New York State business/marketing teachers. Each summer, at approximately 10 to 20 different sites across the state, anywhere from 200 to 300 teachers participate in the hands-on inservice training. The collaboration involves SED, who coordinates the development of the program; computer hardware and software vendors (e.g., IBM, Apple Computer, Microsoft Corporation, WordPerfect Corporation), who donate technical expertise and software; high school teachers, who serve as trainers; and local school districts, who donate computer classroom/laboratory space.

SED provides funding via the Federal Vocational and Applied Technology Education Act (VATEA) for consultant fees for the trainers, participant materials, etc. The hardware vendors provide funding for lunches and refreshment breaks. The hardware vendors also provide much technical assistance in developing the program, on-site technical assistance, etc. The local school districts provide free use of their computer laboratories, audio-visual equipment, etc.

Career Exploration Internship Program

The SED, in corporation with the New York State Department of Labor (NYSDOL), the U.S. Department of Labor, and twelve participating school districts across the state, is implementing a pilot Career Exploration Internship Program (CEIP) to provide structured, non-paid, on-site career exploration and related instruction for youth ages 14 and up. Students may earn up to one unit of sequence credit while obtaining first-hand knowledge of various occupations. The program combines innovative elements like student journals and planned job rotation with more traditional techniques like on-site job supervision and written training agreements. The CEIP is administered by the SED in close partnership with the NYSDOL. Funding for meetings of pilot schools is from federal (VATEA) monies; all local pilot staff are paid by their own participating schools.

Career Videos for Youth

The "Career Decisions Video Series" comprises motivational videos in English, Spanish, and open-captioned versions, and related materials designed to stimulate middle and high school youth to set career and educational goals. Their development involved collaborative efforts at numerous levels: an SED planning group transcending unit lines, including occupational education, special education, bilingual education, etc.; and an external committee with educators, business people, union representatives, video professionals, etc. Especially vital was the involvement of student focus groups throughout the project. Funding came from many sources: federal monies (VATEA) supplied by the SED; funds from OSES in the SED; monies from the New York State Departments of Health and Social Services; and funds from the state of Wisconsin for an accompanying board game. The series, which won five national awards, includes three videos: "Go For It!" – an eight-minute computer animated video for middle school youth; "Choices in Health" – a ten-minute video that acquaints six eighth-grade students with opportunities in the health professions; and "Take This Job and Keep It!" – a 17-minute video on job-keeping skills for high school youth, and its accompanying board game "Keep That Job: The Game."

Community Service Grant Application

A collaborative partnership was agreed upon by the seven Occupational Education Student Leadership Organizations (DECA, FBLA, FFA, FHA, HOSA, TSA, and VICA), Erie II BOCES, and SED (Division of Occupational Education) for the purpose of applying for a grant through the Community Service Grant. A grant application was submitted to the Governor's Office of Volunteer Services (NYC) in late June 1992 and is being reviewed for funding at the present time. The proposed grant project includes the conduct of seven two-day workshops, primarily in urban centers, during the 1992-93 school year, for the purpose of involving more youth in community service projects. The funding source is a Federal Community Service Grant.

Early Awareness of Financial Aid Project

The New York State Higher Education Services Corporation (HESC) and the New York State Department of Education (SED) have voluntarily joined together to form an alliance to promote an early awareness of financial aid through the middle school Home and Career Skills Education program. Both agencies provide staff and resources.

Habilitation/Rehabilitation Program

In response to a request from the Office of Mental Retardation and Developmental Disabilities to work collaboratively in the developmental disabilities, the SED developed a curriculum and piloted it statewide. Staff services were contributed by both agencies for the areas of curriculum development and staff development. VEA (federal) funds were used in the development and printing of curriculum, and for project consultants and writers.

Health Career Oriented High Schools

In response to the need to provide meaningful educational opportunities for students, particularly those at-risk for dropping out of school, and to help address the shortage of health workers, the SED and the Department of Health have established the Health Career Oriented High School Program. This program establishes a partnership at the local level including a high school, a health facility, and a college with health occupations education programs. The goal is to establish a strong academic program with a health career focus and practical experience in a professional setting. The Education Department and the Health Department share responsibility, funding, and administration.

Information Network for Educators on the Integration of Academic and Occupational Education

The purpose of the Network is to share information on, and promote the integration of academic and occupational education across New York State. This is done by having an SED staff member serve as the Network coordinator. The coordinator collects and distributes to interested educators information on integration of academic and occupational education activities being conducted in the field. In effect, the coordinator makes it possible for educators in the field to share their integration activities with each other. The Network receives no direct funding from any source. The coordinator, however, is paid with Federal Vocational and Applied Technology Education Act (VATEA) funds. The Network is not co-funded or co-administered solely by SED.

Interagency Coordinating Committee on Farm Workers

The Interagency Coordinating Committee on Farm Workers (ICC) has roots dating from 1943 to 1982. It was reestablished in 1989 after a seven-year hiatus. It primarily reviews legislation, existing or proposed, and other pertinent issues relating to farm workers. The Coordinating Committee is chaired by the director of the Office of Rural Affairs. Funding is shared among the Office of Rural Affairs, the Department of Agriculture and Markets, Health, Labor, Social Services, Education, State, State Police, and Transportation, all of which have representatives on the ICC.

Children's Residential Project (CRP)

This project consists of seven programs which provide special education services within an SED approved private school setting. The CRP was initiated in 1985 by the Council on Children and Families (CCF), the SED, and the Office of Mental Retardation and Developmental Disabilities (OMRDD), to address the shortage of in-state residential/educational school beds for children with developmental disabilities. Funding for the development of 300 beds was appropriated by chapters 50 and 54 of the Laws of 1985. These 300 beds were designed to be new residential school beds for developmentally disabled youth who were placed out-of-state or at-risk of out-of-state residential placement. This project is unique in that it requires joint program development by SED and OMRDD. SED is responsible for the educational component as an approved private school pursuant to Education Law, and OMRDD certifies the residential program as an Intermediate Care Facility. A Memorandum of Understanding was signed between OMRDD, SED, and CCF to implement the residential school bed development program. These agencies established an interagency group which has met monthly to address ongoing concerns.

Nurse Aide Training and Competency Evaluation Program

In response to a Federal Health Department regulation, the State Education Department and the Department of Health jointly developed a process for evaluating and approving Nurse Aide Training Programs in schools. Funding and personal services were provided for by both agencies through DOH reimbursement and federal (VATEA) funds.

NY-SOICC

NY-SOICC is the New York State Occupational Information Coordinating Committee. The National Occupational Information Coordinating Committee (NOICC) and the state counterparts (SOICC's) were mandated, enabled, and funded under the federal Vocational and Applied Technology Education Act (VATEA) and the Job Training Partnership Act (JTPA). Each state, as a condition of receiving funds under these acts, is required to have a SOICC in place in order to coordinate the development and delivery of career, occupational, and labor market information among the statutory member agencies. The executive director of NY-SOICC is David J. Nyhan, an employee of NYSDOL. Policy and direction are determined by the seven members of the statutory committee who represent SED, NYSDOL, Job Training Partnership Council, Department of Social Services, and Department of Economic Development. The participation of SED beyond its role as a statutory member agency is further delineated by the interagency agreement between DOL and SED.

The NY-SOICC is funded by an annual basic assistance grant from NOICC to NYS Department of Labor, which is the fiscal agent designated by the governor. The annual grant document describes the activities to be carried out. A portion of this grant is sub-allocated to the SED by an interagency memorandum of agreement.

School and Business Alliance (SABA)

The SABA Program is designed to provide assistance to "Schools At-Risk," determined by students at risk of "dropping out" before attaining a high school diploma. The program links the resources of schools and Alliance Development Committees (business and industry) in providing services to students at risk.

SABA is an initiative of the Legislature, recommended by the governor's office. Programmatic authority rests with the School and Business Alliance Task Force (with direct ties to the Department of Economic Development and the governor). Fiscal responsibility resides with the SED, with two million in annual funding (local assistance monies) from the Legislature.

Student Leadership

The current Student Leadership Team within the Division of Occupational Education represents a collaborative partnership between the department and seven Occupational Education Student Leadership Organizations, including: DECA, FBLA, FFA, FHA, HOSA, TSA, and VICA. SED professional staff serve as state advisors to each of these organizations, and provide technical assistance and statewide leadership to their respective organizations. Collaborative partnerships have also been established between each of the seven student leadership organizations and corporate representatives serving on the individual organization's advisory boards/foundations. These corporations/businesses provide each of the student leadership groups with support through in-kind services, cash awards, and scholarships to students. For example, the New York DECA organization receives support from Xerox Corporation, Norstar and Citibank, the New York State Hospitality & Tourism Association, J. C. Penney, etc. Each of the seven student leadership groups has similar collaborative partnerships established with business/industry. The funding sources are federal (VATEA) funds and contributions from individual businesses and industries.

Tech-Prep Education Programs

Tech-Prep Education Programs are combined secondary and post-secondary education programs which lead to an associate degree or two-year certificate; provide technical preparation in at least one field of engineering technology, applied science, mechanical, industrial, or practical art or trade, or agriculture, health or business; build student competence in mathematics, science, and communications through a sequential course of study; and lead to placement in employment.

The programs are intra-agency co-administered by SED's Division of Occupation Education (secondary) and SED's Bureau of Grants Administration (post-secondary). The funding source for Tech-Prep programs is the Federal Vocational and Applied Technology Education Act (VATEA). Participation in Tech-Prep programs is voluntary (agencies voluntarily respond to the Request for Proposal [RFP] for Tech-Prep programs).

Work and Family Institute

The New York State Education Department has made an agreement to become a part of the National Work and Family Institute. The institute maintains the right to provide inservice and technical assistance related to specific methodology and materials. New York State has access to informal networking among the replication states.

The funding sources are federal funds (VATEA) and business and industry.

Children's Residential Project (CRP)

To be submitted.

Non-Aversive Behavior

An interagency project aimed at promoting the inclusion/integration of individuals with disabilities, who have challenging behaviors, into community settings. The project focuses on the establishment of a statewide training team which will train individuals involved with these children and adults (teachers, parents, employers, vocational counselors, workshop personnel, etc.) to provide the necessary supports to facilitate the participation of such persons in regular education, vocational, work, and recreational settings within the community.

Health Education and Services Network (HESN)

To be submitted.

Collaborative Prekindergarten Programs

Since 1966, the New York State Prekindergarten Program has provided comprehensive, developmentally appropriate programs for three- and four-year-olds from economically disadvantaged families. These programs traditionally serve children for 2-1/2 to 3 hours per day. As there is an increasing need for dependable extended day care for parents who work, attend school, or participate in training programs, efforts have been made to adapt the existing system to respond to this need. The governor, the legislature, the board of regents, the commissioners of Education and Social Services and the Region II Head Start director have agreed that the establishment of the Collaborative Prekindergarten Program must be a priority for New York State.

This collaborative initiative incorporates prekindergarten into an extended day child care program to serve families and children according to need. The program is based on careful planning and developed as a cooperative effort with coordination of services and funding streams between school districts (LEAs) or Board of Cooperative Educational Services (BOCES) and regulated child care providers or Head Start. The Collaborative Prekindergarten Program must include the following components: education, social services, health and nutrition, active parent involvement, staff development, and the continuity of support for children and families into the primary grades.

Partial funding for the Collaborative Prekindergarten Program is available from the New York State Prekindergarten Program. These funds, which support 2-1/2 to 3 hours of the extended day, must flow through an LEA or BOCES. The remainder of the day is funded from other sources, such as the Department of Social Services, Project Head Start, parent fees, and/or other contributions. A local share, in cash, of at least 11% must be contributed by the LEA or BOCES. Funding is based upon the submission of a proposal and approval by the New York SED, the Department of Social Services, and Project Head Start.

Programs are designed to provide districts with the flexibility necessary to meet local needs. They must comply with applicable regulations of the SED, the State Department of Social Services, and Project Head Start. The Collaborative Prekindergarten Programs may be housed either in a public school or a BOCES, or in a licensed community-based facility. Sessions may operate up to 11 hours per day, 5 days a week, on holidays and during the summer. Programs must provide an appropriate daily program which addresses the diversity of children's strengths and needs. Children enrolled in the Collaborative Prekindergarten Program must be four years old on or before December 1 of the year they enter the program or such date as to make the child eligible for kindergarten in the school year following enrollment.

It is hoped that through cooperative planning and joint funding, this collaborative model will provide a safe, healthy, and stimulating environment with consistent supervision, staffing, and support services for low income children and their families.

As of the 1991–92 year, allocations were provided to support ten Collaborative Prekindergarten Programs. These programs represent a variety of models:

- school district/Head Start
- BOCES/day care
- school district/bilingual education
- school district/Chapter 1 Prekindergarten

Programs were designed as a result of careful assessment of the needs of families and the resources available in each community.

Community Schools Program

This program calls for a comprehensive approach to organize the focus of resources to the internal and external factors affecting academic performance. The Community Schools approach encourages schools to improve the academic performance of their students by collaborating with local service providers in addressing the wide range of demands affecting the students and their families; to create a climate that is responsive to students and their families in providing a developmental and enriched program of instruction that stresses prevention rather than remediation of learning difficulties from preschool through adulthood; and to design organizational structures that will develop collegial working relationships within schools and among participating agencies.

In offering other than academic services to students and their community, schools need not become providers of such services themselves. Rather, they can tap the resources available in state and local agencies, as well as community based organizations, to assist a clientele that otherwise would not be adequately served. Schools can be sites for the delivery of services by others, and partners in managing and coordinating these activities, especially in those areas where services are not readily available in the community. Schools will supplement, not supplant, existing community services.

SED INTER- AND INTRA-AGENCY COLLABORATION EFFORTS

<table>
<tr><th>Program Name</th><th>Co-Funded</th><th>Co-Administered</th><th>Voluntary</th><th>Funding Source</th><th>Contact Person and Phone Number</th></tr>
<tr><td>AIDS/HIV Education Regional Centers</td><td>• Centers for Disease Control
• NYS Dept. of Health
• State Legislature</td><td>BOCES</td><td></td><td>Federal
State</td><td>Arlene Sheffield
474-1491</td></tr>
<tr><td colspan="6">Providing in-service training and technical assistance to schools and other youth-serving organizations on a regional basis to increase AIDS/HIV education and service approaches.</td></tr>
<tr><td>Comprehensive School Health Education Demonstration Program</td><td></td><td>BOCES</td><td></td><td>State</td><td>Grace Stevens
474-1491</td></tr>
<tr><td colspan="6">Providing training to schools to enable them to assess current programs, identify needs for program development, plan curriculum change, and train teachers in the implementation of programs.</td></tr>
<tr><td>Drug-Free Schools & Communities Act Program Technical Assistance</td><td></td><td>BOCES</td><td></td><td>Federal</td><td>Jacquee Albers
474-1491</td></tr>
<tr><td colspan="6">Assisting school district personnel with planning, developing, and implementing programs related to substance abuse prevention and education including the development of school/community linkages.</td></tr>
<tr><td>Drug-Free Schools & Communities Act Program Training and In-Service Education</td><td></td><td>BOCES</td><td></td><td>Federal</td><td>Jacquee Albers
474-1491</td></tr>
<tr><td colspan="6">Providing in-service education and training to school personnel and community representatives in substance abuse prevention and education.</td></tr>
</table>

SED INTER- AND INTRA-AGENCY COLLABORATION EFFORTS

Program Name	**Co-Funded**	**Co-Administered**	**Voluntary**	**Funding Source**	**Contact Person and Phone Number**
Family Life Education Program Regional Centers	Governor's Adolescent Pregnancy Prevention and Services through NYSDSS	BOCES		State	Rebecca Gardner 474-1491
Providing technical assistance in program development, staff development/in-service training, and parent education on a regional basis.					
Family Life Education Program Training	Governor's Adolescent Pregnancy Prevention and Services through NYSDSS	BOCES		State	Rebecca Gardner 474-1491
Providing program implementation training with emphasis on a home-school-community approach and in-service training in family life education content and instructional methodologies.					
Nutrition Education and Training Program Regional Centers	U.S. Department of Agriculture	BOCES		Federal	Gordon Oderman 474-1491
Providing technical assistance in program development, staff development/in-service training and parent education on a regional basis.					
School Health Demonstration	State Education Dept. State Dept. of Health Robert Wood Johnson Foundation			State Private	Arlene Sheffield 474-1491
Providing technical assistance in program development, staff development/in-service training and parent education on a regional basis.					

SED INTER- AND INTRA-AGENCY COLLABORATION EFFORTS

<table>
<tr><th>Program Name</th><th>Co-Funded</th><th>Co-Administered</th><th>Voluntary</th><th>Funding Source</th><th>B.S.H.E. & S. Contact Person and Phone Number</th></tr>
<tr><td>Comprehensive Traffic Safety Education Programs</td><td></td><td>SED
Governors Traffic Safety Committee</td><td>• DSSS, DSAS, DOH, DCTS, DMV
• Stop DWI Coord.
• Safety Belt Coord.
• Operation Life Saver
• AAA
• 4-H Coop. Ext.</td><td>Federal
High Safety Funds</td><td>Frank Beyer
474-6845</td></tr>
<tr><td colspan="6">Providing assistance, develop programs, newsletters, for school personnel to raise awareness to Highway Safety related issues e.g., alcohol and drugs, bicycle, school bus rider, pedestrian, recreational vehicles safety.</td></tr>
<tr><td>Driver and Traffic Safety Education</td><td></td><td>SED
DMV</td><td>• DSSS, DSAS, AAA,
• Stop DWI Coord.
• Safety Belt Coord.
• Dept. of MV</td><td>State</td><td>Frank Beyer
474-6845</td></tr>
<tr><td colspan="6">Providing technical assistance to teachers, administrators, other responsible for providing all materials, course completion certificates, approval of courses and teachers, pre-service/inservice teacher preparation programs - establish Dept. guidelines for course conduct.</td></tr>
<tr><td>MV 278 Pre-Licensing Course</td><td></td><td>SED
DMV</td><td></td><td>State</td><td>Frank Beyer
474-6845</td></tr>
<tr><td colspan="6">Providing technical assistance/course approval, teacher approval materials to public nonpublic secondary schools, colleges/universities.</td></tr>
<tr><td>Safety Education</td><td></td><td></td><td>• DSSS, DSAS, DOH
• Stop DWI Coord.
• Safety Belt Coord.
• AAA
• Railroad safety
• Office of Fire Prevention and Control Coord. Ext.</td><td>State</td><td>Frank Beyer
474-6845</td></tr>
<tr><td colspan="6">Providing assistance to school district personnel to develop/implement of programs required by Education Law and Regulations. Develop syllabi.</td></tr>
</table>

SED INTER- AND INTRA-AGENCY COLLABORATION EFFORTS

Program Name	Co-Funded	Co-Administered	Voluntary	Funding Source	Contact Person and Phone Number
Youth At-Risk and Community Partnership Program		• DAAA • DSAS • DFY • DOL • DOH • DSS • OMH • Division of Probation • Business Council of NYS • Urban League • Job Training Partnership Council • Council on Children and Families		State	John Soja 474-6943
Promoting the coordination of school and community resources to meet the needs of youth at-risk.					
Education of Homeless Children and Youth		• DSS • DFY		State	John Soja 474-6943
Educating homeless children and youth received by providing services and activities required to address the needs of this population.					
PINS (Pupils in Need of Supervision) Diversion		• Division of Probation		State	John Soja 474-6943
Developing plans to coordinate the resources of schools and communities for the purpose of serving students who are at-risk of being a subject of a PINS petition in family court.					
Employment of Minors	• Division of Labor			Federal	Jacquee Albers 474-1491

SED INTER- AND INTRA-AGENCY COLLABORATION EFFORTS

Program Name	Co-Funded	Co-Administered	Voluntary	Funding Source	Contact Person and Phone Number
Business/Marketing Education Summer Workshops			• IBM • Apple Computer • Microsoft Corp. • WordPerfect Corp.		Jon Greenwalt and Tony Schilling 474-6240
Coordinating multi-day computer technology/curriculum inservice workshops during the summer for New York State business/marketing teachers.					
Career Exploration Internship Program		• NYS Dept. of Labor • US Dept. of Labor • 12 participating school districts		Federal Local	Tony Schilling and Barbara Donahue 474-6240
Providing structured, non-paid, on-site career exploration and related instruction for youth ages 14 and up.					
Career Videos for Youth	• VATEA • OSES • NYS Depts. of Health and Social Studies			Federal State Local Other	Barbara Donahue 474-6240 Ross Thomson 474-4802
Provising motivational videos in English, Spanish, and open-captioned versions and related materials designed to stiulate middle and high school youth to set career and educational goals.					

SED INTER- AND INTRA-AGENCY COLLABORATION EFFORTS

<table>
<tr><th>Program Name</th><th>Co-Funded</th><th>Co-Administered</th><th>Voluntary</th><th>Funding Source</th><th>Contact Person and Phone Number</th></tr>
<tr><td>Community Service Grant Application</td><td></td><td>• DECA
• FLBA
• FFA
• FHA
• HOSA
• TSA
• VICA
• Governor's Office of Volunteer Services</td><td></td><td>Federal</td><td>Suzanne Strauss 474-3954
Gary Barr</td></tr>
<tr><td colspan="6">Conducting workshops, primarily in urban centers, during the 1992-93 school year, for the purpose of involving more youth in community service projects.</td></tr>
<tr><td>Early Awareness of Financial Aid Project</td><td></td><td></td><td>• Higher Education Services Corporation</td><td>State
Federal</td><td>Marilyn Hess Klink 474-3954</td></tr>
<tr><td colspan="6">Forming an alliance to promote an early awareness of financial aid through the middle school Home and Career Skills Education program.</td></tr>
<tr><td>Habilitation/Rehabilitation Program</td><td></td><td></td><td>• Office of Mental Retardation and Developmental Disabilities</td><td>State
Federal</td><td>Patricia Hodgins 474-6240</td></tr>
<tr><td colspan="6">Working collaboratively in the developmental disabilities, the State Education developed a curriculum and piloted it statewide.</td></tr>
<tr><td>Health Career Oriented High Schools</td><td></td><td></td><td></td><td>State</td><td>Patricia Hodgins 474-6240</td></tr>
<tr><td colspan="6">Establishing a partnership at the local level including a high school, a health facility, and a college with health occupations education programs in order to provide a strong academic program with a health career focus and practical experience in a professional setting.</td></tr>
</table>

SED INTER- AND INTRA-AGENCY COLLABORATION EFFORTS

<table>
<tr><th>Program Name</th><th>Co-Funded</th><th>Co-Administered</th><th>Voluntary</th><th>Funding Source</th><th>Contact Person and Phone Number</th></tr>
<tr><td>Information Network for Educators on the Integration of Academic and Occupational Education</td><td></td><td></td><td>• VATEA</td><td>Federal</td><td>Peggy Lynch-Brennan
474-4806</td></tr>
<tr><td colspan="6">Sharing information on, and promoting the integration of academic and occupational education across New York State.</td></tr>
<tr><td>Interagency Coordinating Committee on Farm Workers</td><td>• Office of Rural Affairs
• Dept. of Agriculture and Markets, Health, Labor, Social Services, Education, State, State Police, and Transportation</td><td></td><td></td><td>State</td><td>Roy Denniston
474-1081</td></tr>
<tr><td colspan="6">Reviewing legislation, existing or proposed, and other pertinent issues relating to farm workers. The Coordinating Committee is chaired by the Director of the Office of Rural Affairs.</td></tr>
<tr><td>Nurse Aide Training and Competency Evaluation Program</td><td>• DOH
• VATEA</td><td></td><td></td><td>Federal</td><td>Patricia Hodgins
474-6240</td></tr>
<tr><td colspan="6">Evaluating and approving Nurse Aide Training Programs in schools.</td></tr>
<tr><td>NY-SOICC</td><td></td><td>• NOICC
• SOICC
• VATEA</td><td></td><td>Federal</td><td>Robert F. DeFabio
474-6386</td></tr>
<tr><td colspan="6">Coordinating the development and delivery of career, occupational and labor market information among the statutory member agencies.</td></tr>
</table>

SED INTER- AND INTRA-AGENCY COLLABORATION EFFORTS

Program Name	Co-Funded	Co-Administered	Voluntary	Funding Source	Contact Person and Phone Number
School and Business Alliance (SABA)		• Dept. of Economic Development and the Governor		State	Dennis Kagel 474-6386
Providing assistance to "Schools at Risk," determined by students at risk of "dropping out" before attaining a high school diploma.					
Student Leadership			• DECA • FBLA • FFA • FHA • HOSA • TSA • VICA	Federal	Suzanne Strauss 474-3954
Providing technical assistance and statewide leadership to their respective organizations through collaborative partnerships.					
Tech-Prep Education Programs		• Division of Occupational Ed. • Bureau of Grants Administration • VATEA		Federal	John Obermayer 474-6386 Michael King 474-5705
Combining secondary and postsecondary education programs which: lead to an associate degree or two-year certificate; provide technical preparation in at least one field of engineering technology, applied science, mechanical, industrial, or practical art or trade, or agriculture, health or business; build student competence in mathematics, science, and communications through a sequential course of study; and lead to placement in employment.					
Work and Family Institute			• National Work and Family Institute	Federal	Marilyn Hess Klink 474-3954
Maintaining the right to provide inservice and technical assistance related to specific methodology and materials.					

SED INTER- AND INTRA-AGENCY COLLABORATION EFFORTS

<table>
<tr><th>Program Name</th><th>Co-Funded</th><th>Co-Administered</th><th>Voluntary</th><th>Funding Source</th><th>Contact Person and Phone Number</th></tr>
<tr><td>Children's Residential Project (CRP)</td><td></td><td></td><td>• OMRDD
• Council on Children and Families</td><td>Federal
State</td><td>Trina Govia
474-2251</td></tr>
<tr><td colspan="6">Providing special education services within an SED approved private school setting.</td></tr>
<tr><td>Non-Aversive Behavior Management</td><td></td><td></td><td>• OMRDD
• Calf. Research and Training Center</td><td>Federal
State</td><td>Trina Govia
474-2251</td></tr>
<tr><td colspan="6">Promoting the inclusion/integration of individuals with disabilities who have challenging behaviors into community settings through the establishment of a Statewide Training Team which will train individuals involved with these children and adults (e.g., teachers, parents, employers, vocational counselors, workshop personnel, etc.) to provide the necessary supports to facilitate the participation of such persons in regular education, vocational, work and recreational settings within the community.</td></tr>
<tr><td>Health Education and Services Network (HESN)</td><td></td><td>• OASAS
• DFY
• DOH
• DSS
• OMH
• OMRDD
• SED
• CCF
• Compromise an Interagency Committee</td><td>12 Regional Advisory Councils
• Community Health Providers
• Human Service Agencies
• Business
• Labor
• Civic Associations
• County and City Health Agencies
• Hospitals
• Parent Groups
• Schools
• Community Taskforces</td><td>State</td><td>John Quinn
474-5820</td></tr>
<tr><td colspan="6">Mobilizes and linking community resources with schools to strengthen Health Education and Preventive Services for Youth.</td></tr>
</table>

SED INTER- AND INTRA-AGENCY COLLABORATION EFFORTS

<table>
<tr><th>Program Name</th><th>Co-Funded</th><th>Co-Administered</th><th>Voluntary</th><th>Funding Source</th><th>Contact Person and Phone Number</th></tr>
<tr><td>Collaborative Prekindergarten Programs</td><td></td><td></td><td>• Social Services</td><td>State</td><td>Doris Hill Wyley
474-4947</td></tr>
<tr><td colspan="6">Providing comprehensive, developmentally appropriate programs for three and four year olds from economically disadvantaged families.</td></tr>
<tr><td>Community Schools Program</td><td></td><td></td><td>Refer to Appendix A - Project-by-Project description of Collaboration Efforts for Community Schools</td><td>State</td><td>Lester W. Young, Jr.
(718) 260-2796</td></tr>
<tr><td colspan="6">Assisting school buildings in economically distressed areas in the State to become the bases for providing a wide range of social, health, recreational and instructional support services for students and their communities.</td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td></tr>
</table>

C – CONSIDERATIONS FOR SUCCESS

1. SUMMARY

> *"...collaborations need to share staff time and expertise, in-kind services, and especially funds.* ***The commitment of resources is the acid test of any joint effort's determination to make a difference*** *and a prime factor in determining whether partnership goals are likely to be institutionalized, replicated, and expanded."*[1]

People involved in successful collaborations:

- keep their eye on the prize
- know how to share
- trust others
- make communication a priority
- continually learn and adapt

This section of the Handbook provides the nearest thing to a "how to" manual for collaboration that one is likely to find. It is important to remember, though, that THERE IS NO RECIPE FOR SUCCESSFUL COLLABORATION. There are, however, commonalities among successful collaborative ventures. There are guidelines to keep in mind. We can learn a great deal from the experience of others. But each collaboration occurs in a unique environment involving a particular mix of personalities, institutional histories, available resources, and needs.

The programs described in Section IV of this document do not provide blueprints. They represent particular attempts to provide education-related services, at a reasonable cost, through collaboration with other agencies. Readers of this document should judge their own circumstances and generalize from the experience of others accordingly.

From our experience of surveying collaborations throughout New York State, speaking with many people actively involved in collaborative ventures, and researching the literature on collaboration we offer these generalities.

People involved in successful collaborations:

- **Keep their eye on the prize**. Professional jealousy, political maneuvering, and personal ambitions can get in the way of providing the best services possible to the area population. All partners must agree upon and commit to a common goal.

- **Know how to share.** Most people find it difficult to relinquish control over resources, ideas, or programs. Problems as simple as sharing desk space can scuttle an otherwise productive relationship.

- **Trust others**. Everyone involved in a collaboration must feel a sense of ownership. Whenever a group is excluded from decision making, a counterproductive us–them dynamic develops. Without confidence in each other, partners will be unable to successfully divide labor.

- **Make communication a priority**. Virtually everyone involved with a collaboration sings a variation of the same song: "We solved the problem through frequent and open discussion." Even inhibitory regulations may be overcome through negotiation. Collaboration is the art of win–win negotiation and mediation.

- **Continually learn and adapt**. Mandates, funding, personnel, client populations, and community demands continually change. New approaches and innovative practices develop. Success comes through keeping an eye on the prize while paying attention to the environment.

2. BARRIERS*

The following is a fairly comprehensive list of the sorts of factors that can inhibit collaboration:

- restrictive laws, regulations, and policies
- categorical funding streams
- large and complex organizational structures
- incongruent jurisdictional boundaries and lack of comparability between governance structures
- differing professional orientations, training, and vocabulary
- competing pressures and priorities,
- "turfism"
- the difficulty of establishing intersystem accountability
- the time and resources the collaborative process itself absorbs[2]

Enabling legislation enacted in recent years has improved the possibility of intergovernmental cooperation. Still, there may be policy or legislative constraints on certain types of cooperative ventures. Overly rigid funding restrictions remain both a prime concern and a tough nut to crack. However, for reasons mentioned elsewhere in this report, now is a particularly propitious time to investigate collaborative possibilities in New York. (See Handbook sections "Agencies and Initiatives" and "Collaborative Programs Involving New York State Education Department" – Section III B-1 and B-2.)

> ***New York State is acknowledged as one of the most fertile environments for interagency collaboration in the country.[3]***

Many of the other cited barriers to effective collaboration are dependent on the particular circumstances of a given district, the personnel involved, the type of collaboration sought, and the agencies with which collaboration is attempted. Although it is worth being aware of potential problems, the models provided in this report are evidence that successful possibilities exist.

New York State is acknowledged as one of the most fertile environments for interagency collaboration in the country.[3]

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* See Handbook section "Legal and Institutional Considerations" – Section III A – for a more detailed discussion of potential problem areas.

3. FIVE VARIABLES THAT SHAPE INTERAGENCY PARTNERSHIPS [4]

1. **The social and political climate in a community.**

The most supportive climate is one in which the solution to a complex problem is a top priority of the community, the key decision makers, and the service providers, and where previously established working relationships exist among potential partners.

When a problem is not clearly recognized, or potential participants are preoccupied with other concerns or have developed negative relationships, collaboration can still succeed. "In times of change and crisis institutional patterns tend to be less rigid, and people are more willing to consider fresh possibilities."[5] An unfavorable climate also provides time for assessing in-house needs, for planning, and for establishing lines of communication with possible partners. (For an example, see program description # 05.)

2. **The communication and problem-solving process participants use to establish goals and objectives, agree on roles, make decisions, and resolve conflicts.**

Almost every survey respondent whose program is contained in this Handbook stressed effective communication as crucial to an effective collaboration. An important aspect of that communication is "shared vision." (For an example, see program description 33.)

Shared vision has two components.

- The first component is a broadly shared commitment to a generally articulated goal involving substantial and significant change.

- The second component is a set of shared assumptions concerning specific, practical realities and the possibilities and constraints of a situation. Members must know not only what brings them together, but where they hope to go, and, most importantly, what they have to lose.

> ***"Solutions are most likely to result.... when all partners ultimately focus on what there is to be gained, rather than on how much power and control might be lost."***

3. **The people who lead, participate in, and implement the activities of a partnership.**

> *"Effective leaders press each side to understand their partners' point of view... generate alternative solutions and pursue ... those that constitute common ground."*[5]

Leadership. Whether a joint venture fails or succeeds often depends on the willingness of someone to take a leadership role. That role is not easy, considering the view that "developing relationships in a joint effort 'is about as easy as dancing with an octopus." "[C]reating linkages among dozens of education and human service agencies requires not just one leader, but many, each working in concert with other partners."

Often a single individual from one agency spearheads a collaboration. Such people must be sensitive to being perceived as biased in favor of their home agencies. It may be useful to find a neutral leader from the community who will not be perceived as working to advance any particular agency's agenda.

Also, the strong motivation and clear vision of this first-stage leader, so important to initiating a collaboration, may, in time, turn into counterproductive inflexibility. It may be best to create a leadership team, including a pragmatist and a visionary, early on.

Participants. Two questions arise: 1) who should be included, and 2) how can they be attracted.

Who to actively include in a joint effort is always a tricky question. Certainly those who implement the program(s) must be included. Depending upon local considerations, it might be wise to bring in representatives of many constituencies early on, or to move more slowly, carefully nurturing the interest and commitment of key people.

A commonly accepted social and political ideal is "to include not only those whose political and institutional connections can open doors, but those who live and work in the community and represent the children and families the initiative is designed to serve."

Regardless of who is involved, one thing holds true for all. "Potential participants have to see that the benefits of partnership outweigh the advantages of continued independence."

Participants can be attracted through high-level sponsorship of a program, through careful lobbying, through program visibility, and through enticements. Once the program gains momentum, however, little persuasion should be necessary. Even longtime "holdouts" are likely to join if they think isolation excludes them from important information, decision-making, and resources.

Participants should be fully involved or they will lose interest. They should not be overburdened, though, or they will burn out and quit. "Every meeting should have a purpose and should be called only when a letter or phone call will not suffice."[5]

"[J]oint efforts must ...anticipate the ...resources, expertise, and political influence necessary to meet their objectives, and take steps to involve key players."[5]

Staff. Those who implement the program are critical to its success. They must translate a vision into quality service. Unfortunately, a collaboration can make demands on staff which their professional training and existing skills have ill-equipped them to meet. Staff commitment to the goals and vision of the collaboration provides an important base of motivation to help overcome such difficulties.

Inservice training that focuses first on developing support for a program, and then on building specific skills can help. But staff development activities can also serve as a time for reflection and revitalization for those who are already skilled and committed. A successful collaboration relies on the commitment, energy, and skills of its practitioners.

4. **The set of governing policies each agency brings to the table.**

Agency identities are largely constructed by

- regulations and mandates
- target populations and eligibility requirements
- budget cycles
- supervision and evaluation methods
- salary and career structures
- institutional language

> ***"Arrangements that guarantee confidentiality while allowing multiple agencies to work together on behalf of the same client are possible, but they require sensitivity, patience, and, often, legal assistance to create."[5]***

The better the fit between the identity of two agencies, the easier the collaboration. Problems with coordinating privileged information, terms and conditions of employment, and accounting loom large as factors influencing collaboration.

(For more information on these issues see Handbook section "Legal and Institutional Considerations", III A.)

A subtle but highly significant problem concerns institutional language. "A strong communication and problem-solving process and persistent efforts to avoid jargon and shorthand, to clarify terms, and to establish mutually acceptable definitions can help partners learn to understand each other. A simple principle – using general, cross-cutting words like 'children,' instead of 'client' or 'student' – emphasizes what participants have in common rather than what separates them."[5]

5. **The availability of resources will determine 1) whether or not the changes in services and service delivery the joint effort has established will become permanently institutionalized, and 2) the size of the population that will benefit from these changes.**

Resources can often be sustained or attracted through careful articulation of goals and visible signs of success. Both in order to achieve goals and to attract resources, interagency initiatives must begin with a clear statement of expected results. It is especially important in the beginning to establish short-term, easily attainable objectives, in order to create a sense of accomplishment and build momentum.

"The initiative as a whole, and the individual agencies within it, must be held responsible for measuring, monitoring, and meeting set objectives within a reasonable period of time." Each partner must negotiate their responsibilities and "the terms under which they agree to meet them" before becoming a partner, and then renegotiate in response to change throughout the life of the venture.

4. LESSONS FROM NEW YORK

The following suggestions are derived from interviews, the survey responses, and a comprehensive review of the literature.

Tips

- Virtually all reports about successful collaboration emphasize the need for **clear, open, and continuous communication between participants**.

- It is difficult to know what other agencies are doing and what resources are available. This Handbook is an attempt to help solve that problem. Still, **it may require an investment of time just to discover what possibilities for cooperation or collaboration exist.**

- Many collaborations involve early intervention programs or special education for young children. One author claims "[r]ural early childhood service personnel have, in the past, been the leaders in initiating interagency collaboration efforts."[6] **Early childhood personnel within a district may be a good place to start** in trying to generate enthusiasm or ideas for collaborative projects.

- A New York State official with extensive experience reviewing failed collaborations urges caution concerning shared revenues. He recommends that **the partners in a joint venture should draft a memorandum of understanding clearly stating where funds are to come from, in what amounts, and how they are to be used.** (Also see program description 03.)

- Some collaborators prefer to hire a consultant to help coordinate and implement programs. While this approach is recommended, it is useful to **clearly articulate needs before hiring a consultant** (See program description 33).

TIPS

- ➢ Clear, open, and frequent communication between participants is crucial.
- ➢ It may require an investment of time just to discover what possibilities for collaboration exist.
- ➢ Early Childhood personnel within a district may be a good place to start in trying to generate ideas or enthusiasm.
- ➢ The partners in a joint venture should draft a memorandum stating where funds are to come from, in what amounts, and how they are to be used.
- ➢ Good leadership can make or break a collaboration.
- ➢ Staff must be committed to putting student needs and group goals above personal agendas.
- ➢ Funding problems can be minimized through community relations work.
- ➢ Establishing good community relations is particularly important for new staff.
- ➢ Patience, persistence, and commitment can overcome many obstacles.

- **Good leadership can make or break a collaboration.** One respondent offered the insight, "In order to be a successful leader of this type of collaboration, two basic skills are necessary: the ability to see the connections between the needs of the schools and the community-based opportunities to meet them and the ability to communicate effectively through formal and informal means." A leader must also be "organized and dependable and capable of immediate follow-up because people are easily discouraged and quick to say 'this won't work' because they have been disappointed in an agency's response or in a school's seeming lack of interest." (See program description 32.)

- Dedicated, committed staff are also central to a successful program. As one respondent said, "All program successes are directly the result of [staff] work and effort. **A program such as this will only work if staff is committed to putting student needs and group goals above personal agendas.**" (See program description 06.)

- **Funding problems can be minimized through community relations work.** As one respondent put it, "Staff must consistently be attentive to work with the community in order to assure continued funding." (See program description 06.)

- **Establishing good community relations can be difficult, but important, particularly for new staff.** The director of the Family Health Network of Central New York offers this advice. As a newcomer to the area she attended PTO meetings at all schools and met with teachers at all schools. She also developed a public relations program using the newspaper and radio. By exhibiting sensitivity to those she worked with, she gained the trust of parents, staff, and the community. She also recommends displaying an up-front attitude when addressing controversial issues or concerns of involved parties.

- **Patience, persistence, and commitment can overcome many obstacles.** The Preschool Handicapped Transportation Program of Allegany County reports encountering a multitude of problems, especially during the planning stages. Parents were not receptive to the change. There were concerns about insurance. Reimbursement formulas had to be determined. Private carriers did not want to lose business. Legal and funding formula obstructions arose. Finally, support had to be obtained from thirteen boards of education.

  These problems were solved through effective communication, patience, persistence, and with the assistance of their state legislators.

The Allegany County group has three recommendations.

- Involve parents throughout the planning stages.
- Be patient.
- Secure the support of school superintendents.

Political Realities

Beyond intra- or interagency politics there is the reality of local politics. However confident social service professionals may be that they are working in the best interest of a community or a particular group, professional competence and commitment are not enough. The political dimension of effective practice demands attention. Collaborative ventures work best when they take into account public perception and the need for public support.

Partners must make certain that services and resources are equitably distributed and provided. Inequities are a primary source of discontent in any group endeavor. Even if one partner gets everything they originally wanted or asked for, if another partner is perceived as getting more, the first partner is liable to become discontented.

Particularly in rural areas, there is a tendency for outlying areas to get, or think they are getting, less of a good thing. For example, there are often good reasons for centralizing services in the largest town in a region. However, doing so creates inequitable burdens on more distant schools districts, towns, and people trying to access those services. Transportation to town can be expensive, difficult to arrange, and time consuming.

Geographic distance also increases the difficulty service providers face in determining the needs, wants, and "tone" of outlying areas. For their part, people in outlying areas often feel neglected or patronized by professionals who are perceived as breezing in, telling the locals what is wrong, and then offering out-of-context solutions.

Equitable distribution of services requires more than equality of expenditure. Among other things, it requires providing equitable access, a voice in decision making, and indications of concern, empathy, and respect.

An anecdote is useful. We spoke with a superintendent of a central school district which had been trying to merge with a neighboring district since 1958. Voters had just defeated the most recent merger attempt. The superintendent had worked hard for the merger, giving, by his estimate, 30 to 40 open-meeting presentations supporting it. By his calculation the merger was defeated by citizens brought in to vote for the first time in their lives. When asked, he said all the informational presentations he gave were located at the central high school. He had never gone into outlying areas to speak to the people who lived there.

Getting Off the Ground: Stories From the Field

The following anecdotes come from in-depth discussions conducted across the state. They are not presented as models or representative samples. Rather, they are an attempt to share the experiences some of your colleagues have had in forming their own collaborative ventures.

Although these anecdotes are not strictly quoted, they are stories told by people in the field, formed into composites, and summarized here. The stories have been reworked to deemphasize identities of the parties involved. They have been grouped by themes: schools and the DSS, involving others, and evaluation.

Schools and the Department of Social Services (DSS)

Story One:

The schools and the DSS have historically blamed each other for things that go wrong in a child's programming or life. A BOCES chief executive officer and a DSS commissioner decided to work together to resolve the bad blood and build a good working relationship between the two departments.

At an initial meeting, trying to get a particular school district to join a collaboration, the district superintendent sent a building principal as her proxy. As the meeting started, the principal stated that the first thing he wanted to know was the qualifications of both the DSS commissioner and his staff. Immediately, the commissioner closed his notes and ended the meeting. He did not ask the principal for his and his staff's qualifications, nor would he. He did say, however, that before he left he would inform the superintendent of what had happened. The principal rescinded his remark and the meeting continued.

Story Two:

A BOCES chief executive officer decided that providing comprehensive services to area children required the cooperation of all agencies. One day, a person entered his office saying he was from DSS and wanted to know such and such about a student. Thinking this a fine opportunity to initiate a good relationship, the superintendent divulged all he could find in the student's records. He then asked the caseworker to share his information on the student. The caseworker flatly refused, stating that the information was highly confidential. The superintendent was appalled and decided to have a mutual acquaintance arrange a lunch for him with the DSS commissioner. Almost immediately the commissioner and the superintendent knew they had the same vision of what was needed and how to begin working together.

Story Three:

In one district, which had a collaboration with the DSS, tension between DSS caseworkers and school faculty led to faculty questioning the caseworkers' qualifications when they entered the building. Slowly relations became more cordial. Still, there were turf issues. For example, who had primary authority, DSS or the school psychologist?

As the project developed, most came to understand the appropriate place for all involved members. Project participants with persistently negative attitudes were weeded out. Since they seemed to lack commitment to the tasks of the project, they were fairly easy to spot. Appointing a capable, senior case manager to supervise the DSS staff while they were in the field proved particularly helpful.

Involving Others

Story One:

One project needed K to 12 staff to implement part of the program. But the elementary school people had not been asked to help write the proposal. Initially, they resisted making the program their own. Little by little, however, they were brought on board. The district learned a valuable lesson about inclusion.

Story Two:

One large collaboration has had trouble including certain school districts. These districts remain aloof, waiting to see what will come of the program before committing themselves. The collaborators just keep inviting the reluctant districts to their monthly meetings. Occasionally some come.

Story Three:

Meetings for a collaboration can be large. One district has 29 members who meet once a month. They include six school superintendents, the probation department, the county judge, people from mental health, caseworkers, and youth program directors.

The meetings work because of trust. Everyone involved understands the program, has confidence in it, and is committed to it. They trust each other. When something gets onto the agenda, it doesn't come off if the relevant participant is not at the meeting. It stays on the agenda until the issue is resolved, or the committee asks someone else to take over the task.

Evaluation

Story One:

Assessment is tricky. Practitioners observe the successful results every day among the children and in the schools. One project director holds frequent meetings to lead the collaborative partners through critical discussions of program objectives and their attainment. A committee member with excellent organizational skills strategically maps out activities. Using this approach, evaluation has become an ongoing assessment based on professional judgment, frequent group discussion, and activities designed to elicit feedback.

However, in order to secure funding and broadly promote the program, the collaboration plans to purchase an external evaluation tool.

Story Two:

A collaboration focusing on preventive measures for youth who may become "at-risk" has a simple but effective assessment process. The teacher or other staff member who refers a child for counseling fills out a student intake assessment form. The form takes into account behavioral, environmental, and academic indicators or factors. At the end of the school year, or during the summer, the form is filled out again. The forms are then sent to an outside consultant for analysis and determination of program effectiveness.

5. NOTES FROM THE PROFESSIONAL LITERATURE[7]

What follows is a synthesis and summary of the professional literature on recommendations for successful collaborations. Experience and research from across the country corroborates what our study of New York collaborations reveals.

General Observations[8]

- Most formal collaborative arrangements arise in response to external influences in the form of a mandate or enablement.
- Where collaborative improvement efforts are important to participating organizations, they can and do survive the reduction or elimination of external support or requirements.
- No one combination of organizations seems superior.
- Strong leadership is essential to effective collaborative efforts. Any moderately large collaboration usually requires a full-time or major-time coordinator to fulfill the numerous and varied responsibilities. Without such leadership, participants can quickly become overburdened and "burn out."
- Mutual ownership of the collaborative effort is necessary to enhance its effectiveness and sustain member commitment.
- Effective collaborations involve substantial commitments of staff time.

Getting Started[9]

- Initiate a collaborative project through one-on-one contacts.
- After initial contacts, hold a meeting with representatives of all prospective parties to see if everyone agrees on a set of common beliefs and goals. Disagreement is okay, but not when it comes to the central goal or vision of the relationship.
- Clarify each agency's role.
- Develop an implementation plan for coordinating efforts.
- Make implementing the interagency agreement part of each person's work responsibility.
- Provide transportation money to attend interagency meetings.
- Become aware of available community resources.
- Make sure the relationship is reciprocal. Each party should feel they are getting something positive from the relationship.
- Respect the procedures and conventions of the other participants.
- Be flexible. Each member of the group will probably have to give a little in order to realize the benefits of collaboration.
- Be willing to take risks and make mistakes; see problems as challenges.
- Go into the venture with a positive attitude and a desire to alter the way you have worked in the past with children and families.
- Be persistent.

Handling Conflicts and Dealing With Resistance[10]

- Get top-level commitment.
- Involve teachers and staff in planning from the earliest possible moment.
- Meet problems head on.
- Be patient; it takes time to get people to feel at ease and to work out disagreements and misperceptions.
- Find ways to share information. Barriers to sharing information need to be examined in light of legal requirements and practical concerns, but, often, thoughtful consideration can discern ways to achieve objectives without violating fundamental concerns. The state may be able to help.

Sustaining a Collaborative Venture[11]

Once a collaborative project is underway, there is bound to be concern for how to keep it going. Maintenance poses a particularly tricky problem if the original partnership is built primarily on personal relationships.

- Make sure the entire organizational structure of each participating agency considers itself committed to achieving the common goal.
- It may help to establish a formal oversight committee or coordinating agency. With organizational commitment and formal maintenance structures, problems resulting from personnel changes should be minimized.
- Experience suggests patience is a key attribute. It may take as long as one to five years to get a collaborative project off the ground.
- Whenever uncertainty or concerns are expressed, organizers should slowly work through the difficulty, moving at a pace that allows participants to feel comfortable with the arrangement.
- Organizational ties can be strengthened by ensuring that members experience rewards and benefits.
- It is important for members to sense that real needs are being served.
- Competition from other sources can undermine a collaboration; try to include all relevant constituencies.
- There should be a continuation of varied activities that mutually engage staffs in member organizations.

The Evolution of a Collaboration[12]

One researcher suggests collaboration involves a three-stage development.

- The first stage involves communication and the establishment of trust.
- The second stage involves some form of cooperative activity, where the agencies retain administrative and programmatic autonomy.
- The third stage is an actual joining of forces to share programmatic responsibility for providing increased accessibility to services for children and families, improved quality of the services offered, and improved interagency communication and relations.

Side Effects of Collaboration[13]

- Power and status change. Member organizations, both individually and collectively, tend to increase their power to act and achieve their goals.
- Informal linkages and spin-off arrangements develop.
- A substantial amount of specific knowl-

edge is transferred between organization members. Experiential or craft knowledge predominates.

- The capacity of the organization and its staff to pursue and realize service goals expands.

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[1] Atelia I. Melaville with Martin J. Blank, *What It Takes: Structuring Interagency Partnerships to Connect Children and Families with Comprehensive Services*, Washington, DC: Education and Human Services Consortium, 1991.

[2] J.E. Levy and C. Copple, *Joining Forces: A Report From the First Year*, Alexandria Virginia, National Association of State Boards of Education, 1989, p.15; as cited in E. Robert Stephens, *A Framework for Evaluating State Policy Options for the Reorganization of Rural, Small School Districts*, a joint publication of Appalachian Educational Laboratory and ERIC Clearinghouse on Rural Education and Small Schools, March 1991.

[3] Stephens, *A Framework for Evaluating State Policy Options for the Reorganization of Rural, Small School Districts*, p. 66.

[4] This section adapted from Atelia I. Melaville with Martin J. Blank, *What It Takes: Structuring Interagency Partnerships to Connect Children and Families with Comprehensive Services*, Washington, DC: Education and Human Services Consortium, 1991.

[5] Atelia I. Melaville with Martin J. Blank, *What It Takes: Structuring Interagency Partnerships to Connect Children and Families with Comprehensive Services*, Washington, DC: Education and Human Services Consortium, 1991.

[6] Helge, Doris, *Rural Family-Community Partnerships: Resources, Strategies, and Models*, National Rural Development Institute, 1989, pp. 6-7.

[7] The following sources provided the information contained in this section and are particularly useful for information on successful collaborations.

> Bruner, Charles, *Thinking Collaboratively: Ten Questions and Answers to Help Policy Makers Improve Children's Services*, Washington, DC: Education and Human Services Consortium, 1991.
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> Cates, Carolyn S., "Interorganizational Collaboration and School Improvement," *Teacher Education Quarterly*, Vol. 13, No. 2, Spring 1986.
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> Helge, Doris, *Rural Family-Community Partnerships: Resources, Strategies, and Models*, National Rural Development Institute, 1989.
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>
> Present, Jess J., "Shared Services Helps Our Children and Saves Money," *New York School Boards*, February 1992.
>
> Stephens, Robert E., *A Framework for Evaluating State Policy Options for the Reorganization of Rural, Small School Districts*, a joint publication of Appalachian Educational Laboratory and the ERIC Clearing House on Rural Education and Small Schools, March 1991.

[8] For this section see especially: Carolyn S. Cates, "Interorganizational Collaboration and School Improvement;" see also Robert V. Carlson, "Study of a Rural School/Community Development Effort or What Happens Between the Lip and the Cup."

[9] For this section see especially: Doris Helge, *Rural Family-Community Partnerships: Resources, Strategies, and Models*, and Lynn Balster Liontos, "Building Relationships Between Schools and Social Services."

[10] For this section see especially: Lynn Balster Liontos, "Building Relationships Between Schools and Social Services."

[11] For this section see especially: Carolyn S. Cates, "Interorganizational Collaboration and School Improvement," and Lynn Balster Liontos, *Social Services and Schools: Building Collaboration that Works*.

[12] See: Lynn Balster Liontos, *Social Services and Schools: Building Collaboration that Works*.

[13] See: Lynn Balster Liontos, "Building Relationships Between Schools and Social Services."

SECTION IV

RURAL INTERAGENCY COLLABORATIVE ACTIVITIES

◆ ◆ ◆

A – Program Listings
  Alphabetical
  By Category

B – Program Descriptions 1 – 48

C – Program Descriptions 49 – 52 ◆ A Closer View

D – Index of Program Descriptors

A – PROGRAM LISTINGS *(Alphabetical)*

01 Active Parenting, Livingston
02 The Bridge, Sullivan
03 Brookfield Head Start Program, Madison
04 BOCES HIV/AIDS Demonstration Project, Sullivan
05 Carthage Teen Parenting Center, Jefferson
06 Child/Adolescent Day Treatment Program, Cayuga
07 Child Care Coordinating Council of the North Country, Inc., Franklin, Essex, Clinton
08 Children At-Risk, Montgomery
09 Collaborative Day Treatment Program, St. Lawrence
10 Collaborative Prekindergarten Programs, St. Lawrence, Saratoga
11 Delphi Drug Abuse Center, Inc., Monroe, Wayne
12 Family Health Network of Central New York School Health Program (Student Medical Services), Cortland
13 Fit as a Fiddle Program, Livingston
14 Food Safety–Label Reading, Wyoming
15 The Genesee Valley Regional Interagency Council, Wyoming, Livingston, and parts of Steuben
16 Greater Capital District Tech-Prep Consortium, 13 counties
17 Head Start Literacy Project, Clinton
18 Help for Adolescent Mothers (HAM), Wyoming
19 Hillside Children's Center LSW Day Treatment, Livingston, Steuben, Wyoming
20 Hornell Area Concern for Youth, Inc., Steuben
21 Horizons Adolescent Day Treatment Program, Washington, Warren, Saratoga
22 It's Your Move–Nutrition for Teens, Wyoming
23 Joint Non-Credit Vocational Training, Ontario
24 Kingston City Schools' Education for Gainful Employment (EDGE), Ulster
25 North Star Children's Day Treatment Program, Franklin
26 Peer Mediation Training, 6 counties
27 PINS Youth At-Risk Counselors, St. Lawrence
28 Preschool Drug/Alcohol Prevention Program, Sullivan
29 Preschool Handicapped Transportation, Allegany
30 Preventive Handicapped Children's Program, Sullivan
31 PLUS (Positive Life Use Skills), Steuben
32 Project SALT, Onondaga
33 Regional Interagency Linkage Council, Cayuga
34 School-Based Preventive Program, Sullivan

35 Seneca County Employment & Training Department Summer Youth Employment Program (Remedial Component), Seneca
36 Sexual Abuse Core Team, Ulster
37 Small Business Ownership Program, Saratoga
38 St. Lawrence-Lewis Counties BOCES Alternative Education Opportunity Centers, St. Lawrence
39 Student Assistance Program (SAP), Genesee
40 Student Assistance Program (SAP)/Employee Assistance Program (EAP), Jefferson
41 Student Intervention Team, Chemung
42 The Team, Sullivan
43 Treatment Reaching Youth (TRY), Sullivan
44 Vocational Education for Students with Disabilities, St. Lawrence
45 Work Force Partnership Committee, Clinton
46 Wyoming County Youth Theater, Wyoming
47 Youth At-Risk/Community Partnership Program, Livingston, Steuben, Wyoming
48 Zero Adolescent Pregnancy (ZAP), Cortland

49 Cortland Youth At-Risk Project, Cortland
50 DSS/Education Liaison Committee, Herkimer
51 Preventive Services Project Youth At-Risk Program, Delaware
52 Tioga County Coalition for Better Schools, Tioga

A – PROGRAM LISTINGS *(By Category)*

A. Disabilities and Special Education

06 – Child/Adolescent Day Treatment Program, Cayuga
09 – Collaborative Day Treatment Program, St. Lawrence
15 – The Genesee Valley Regional Interagency Council, Wyoming, Livingston, and parts of Steuben
19 – Hillside Children's Center LSW Day Treatment, Livingston, Steuben, Wyoming
21 – Horizons Adolescent Day Treatment Program, Washington, Warren, Saratoga
25 – North Star Children's Day Treatment Program, Franklin
30 – Preventive Handicapped Children's Program, Sullivan
33 – Regional Interagency Linkage Council, Cayuga
43 – Treatment Reaching Youth (TRY), Sullivan
44 – Vocational Education for Students with Disabilities, St. Lawrence

B. Health and Nutrition

04 – BOCES HIV/AIDS Demonstration Project, Sullivan
12 – Family Health Network of Central New York School Health Program (Student Medical Services), Cortland
13 – Fit as a Fiddle Program, Livingston
14 – Food Safety–Label Reading, Wyoming
22 – It's Your Move–Nutrition For Teens, Wyoming
36 – Sexual Abuse Core Team, Ulster

C. Youth at-Risk

01 – Active Parenting, Livingston
03 – Brookfield Head Start Program, Madison
08 – Children At-Risk, Montgomery
10 – Collaborative Prekindergarten Programs, St. Lawrence, Saratoga
49 – Cortland Yourth At-Risk Project, Cortland
20 – Hornell Area Concern for Youth, Inc., Steuben
27 – PINS Youth At-Risk Counselors, St. Lawrence
51 – Preventive Services Project Youth At-Risk Program, Delaware
32 – Project SALT, Onondaga
34 – School-Based Preventive Program, Sullivan
38 – St. Lawrence-Lewis Counties BOCES Alternative Education Opportunity Centers, St. Lawrence
41 – Student Intervention Team, Chemung
47 – Youth At-Risk/Community Partnership Program, Livingston, Steuben, Wyoming

D. Substance Abuse

- 11 – Delphi Drug Abuse Center, Inc., Monroe, Wayne
- 40 – Student Assistance Program (SAP)/Employee Assistance Program (EAP), Jefferson
- 39 – Student Assistance Program (SAP), Genesee
- 46 – Wyoming County Youth Theater, Wyoming

E. Adolescent Pregnancy

- 05 – Carthage Teen Parenting Center, Jefferson
- 18 – Help for Adolescent Mothers (HAM), Wyoming
- 48 – Zero Adolescent Pregnancy (ZAP), Cortland

F. Early Intervention

- 31 – PLUS (Positive Life Use Skills), Steuben
- 28 – Preschool Drug/Alcohol Prevention Program, Sullivan
- 50 – DSS/Education Liaison Committee, Herkimer

G. Vocational Education

- 02 – The Bridge, Sullivan
- 16 – Greater Capital District Tech-Prep Consortium, 13 counties
- 23 – Joint Non-Credit Vocational Training, Ontario
- 24 – Kingston City Schools' Education for Gainful Employment (EDGE), Ulster
- 35 – Seneca County Employment and Training Department Summer Youth Employment Program (Remedial Component), Seneca
- 37 – Small Business Ownership Program, Saratoga
- 42 – The Team, Sullivan

H. Other

- 07 – Child Care Coordinating Council of the North Country, Inc., Franklin, Essex, Clinton
- 17 – Head Start Literacy Project, Clinton
- 26 – Peer Mediation Training, 6 counties
- 29 – Preschool Handicapped Transportation, Allegany
- 52 – Tioga County Coalition for Better Schools, Tioga
- 45 – Work Force Partnership Committee, Clinton

B – PROGRAM DESCRIPTIONS

The following descriptions summarize a broad sampling of collaborative efforts in the rural areas of New York State. Each description includes:

- **TITLE**
- **COUNTY(IES)** where collaboration exists
- **YEAR** collaboration began
- **PARTNERS** in collaboration
- **TARGET AUDIENCE** served

In addition, the category entitled **DESCRIPTORS** provides phrases that succinctly explain the nature of the collaboration. These phrases are an excellent starting point if you wish to do a search in any database for more information on a given topic. The remaining six categories provide more in-depth information.

All of the information was secured by asking collaboration administrators specific survey questions, identified in the following outline and arranged in consistent categories. The level of specificity within a program description may vary due to a number of factors, including the nature of the collaboration, the information received, and the information approved.

NEED
- What prompted the formation of the collaboration?
- What needs was the collaboration trying to fulfill?
- What problems does the collaboration resolve?
- What services does it provide?

GOALS AND OUTCOMES
- What are the specific goals of the collaboration arrangement?
- How is the collaboration process assessed and/or how are the outcomes of the collaboration arrangement evaluated?
- What outcomes have occurred in schools and agencies from the collaboration?

ACTIVITIES/PROCEDURES
- What are the main collaborative activities the school and agency currently engage in?
- Do you communicate on a regular and formal basis?
- If yes, what is the nature and frequency of these communications? Who participates?
- If no, how do you maintain communications with the school/agency?
- Do you have any specific collaboration policies/procedures? If formally written, what are the responsibilities of each organization and the key participants?
- How and when were these responsibilities determined? How are they monitored?

SHARED RESOURCES/RESULTING BENEFITS
- Identify and describe which resources are shared (funding, personnel, materials, offices, transportation, etc.)?
- What are the benefits to the schools and agencies so far? Have there been cost benefits? Describe any "resource sharing" arrangement.

BARRIERS AND KEYS TO SUCCESS
- What have been some of the main problems you have been confronted with? (e.g., program coordination, conflicting regulations, obtaining approval at the local or state levels, etc.)
- How did you deal with them?
- Do you have suggestions for overcoming or avoiding these problems?
- What problems are you still working on?
- If another school/agency wanted to model your collaborative process, what advice would you give them?
- What have been your "keys to success?"

CONTACT PERSON(S)
- Who can be contacted for more information?

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01 – ACTIVE PARENTING

County: Livingston
Year Begun: 1989

DESCRIPTORS

At-risk youth; families; parenting; education; child care; child abuse; prevention.

PARTNERS

Livingston County Cornell Cooperative Extension and the Avon, Caledonia, Dansville, Keshequa, Livonia, Mt. Morris, and Geneseo Central School Districts.

TARGET AUDIENCE

Parents of children grades K to 6; serves 15 to 50 parents annually.

NEED

Parenting education was identified as a priority, particularly for at-risk children and their families. After initial discussions between the Cornell Cooperative Extension Human Development specialists and the Youth at-Risk (YAR) manager, the YAR manager circulated information about the program to key individuals at several schools in the district. Special funding from YAR (Community Partnership Grants) was made available to the participating schools which aided in implementing the program.

GOALS AND OUTCOMES

The primary goal of the program is to increase the quality of life for youth and their families. Outcomes are monitored by continuous telephone contact between the YAR manager and the participating schools and agencies. Attendance at the training programs seems to be increasing. This is an indication that parents who have attended the program value it and have told their friends. Written evaluation forms are completed by the participants.

ACTIVITIES/PROCEDURES

The "Active Parenting" course consists of five two-hour sessions with forty stimulating video segments. Each session contains a fine balance of learning elements about parenting and situations that often confront parents. Each video segment is followed by discussion which is lead by a discussion leader. Some of the topics covered include: styles of parenting; what kind of children do we want to raise?; parenting and anger; the ABC's of behavior, mutual respect, active communication, and expressing love. Parents learn "the six most important ways to enrich your family life," "the three keys to self-esteem, and how you and your child can use them to survive and thrive," "how to use your own parenting energy more efficiently," "proven methods of discipline," and other parenting tools.

There are no regularly scheduled meetings between the agencies and the schools. However, communication between the collaborators is frequent. Occasionally, the YAR manager attends class sessions. Responsibilities and policies of the collaboration are identified by a YAR contract which conforms with State Education Department mandates. The YAR manager is responsible for adhering to state mandates.

The roles and responsibilities of the collaboration are as follows: 1) the YAR manager promotes the program with the school administrators, allocates financial resources, monitors program outcomes, and develops grant proposals, 2) school administrators provide facilities, send out publicity to parents, and assist with promoting the program to the target audience, and 3) Cornell Cooperative Extension trains and provides facilitators for the program, purchases all materials, takes registration, evaluates the program, and follows up with parent participants.

SHARED RESOURCES/RESULTING BENEFITS

Funding is provided by YAR. Schools and agencies provide copies, refreshments, and other supplies. Many of the schools have trained personnel who present programs at a relatively low cost. Materials are available on loan from the Western New York Regional Health Education Resource Center. Transportation arrangements are made for persons who do not have their own car by either the school or the agency staff. Community partnership grants cover program costs; there is no charge to parents who participate in the program.

The benefits of the program include parents who are more caring and more concerned about their own child's development. Children are demonstrating more positive behaviors and attitudes. Because of this program, a greater number of parents and their children are able to enhance their family lives.

BARRIERS AND KEYS TO SUCCESS

There have been scheduling conflicts with other school activities and problems recruiting parents to attend the program. Therefore, parents have been contacted personally or through the mail.

The cooperation of the local Cooperative Extension has really been the key to making this collaboration successful. Provision of free on-site child care during the sessions is very important. When sessions are held during school hours, high school students have been used (during their study halls) to provide child care. Effective collaboration leaders need to keep in close contact with all agencies/schools and their own directors/administrators. Everyone needs to understand their role and be willing to follow through on their commitment.

CONTACT PERSONS

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02 – THE BRIDGE

County: Sullivan
Year Begun: 1988

DESCRIPTORS

Vocational education; dropout prevention.

PARTNERS

Sullivan County Employment and Training Office, Sullivan County BOCES, Monticello, Liberty, Fallsburg, and Livingston-Manor Central School Districts.

TARGET AUDIENCE

Ages 14 to 19; serves 35 students annually.

NEED

The collaboration felt that agencies and schools could address student dropout issues through collaborative vocational awareness programs specifically designed for students not considering post-secondary education. The collaboration was initiated by the director of the Employment and Training Office of Sullivan County, who brought together the school superintendents to file a grant application to the Department of Labor (DOL). The collaboration began after receiving a Structured Educational Support Program (SESP) Grant from the DOL.

GOALS AND OUTCOMES

The goals of the program are to improve student academic performance, to improve student attendance, to enhance vocational awareness, and to provide students with vocational options and direction. The Bridge Program is annually evaluated by the DOL, the New York State Education Department, and MAGi Educational Services.

ACTIVITIES/PROCEDURES

The program is designed for at-risk students who are making less than adequate academic progress and/or have low attendance rates. These are prime candidates to drop out of school. Teachers are advised to recommend students to the Bridge Program, and students who participate are provided with school/agency case management services. Parents are also encouraged to participate in the program with their children. The Bridge staff spends one day a week at each participating school. These regular meetings involve the school staff, students, and the Bridge staff.

A formal agreement outlines the procedures and responsibilities of Sullivan County Employment and Training and each school district.

SHARED RESOURCES/RESULTING BENEFITS

There is no formal resource sharing, however, the Sullivan County Employment and Training Office provides a number of services that the school districts would otherwise have to provide. Shared resources include office space, classroom space, and transportation for students.

The primary benefit is that school districts are more involved in helping at-risk students. Other benefits of this collaboration include: 1) improved student attendance, performance, and graduation rates; 2) increased number of families and students taking advantage of available resources and programs in the community; 3) increased vocational awareness, experience-based vocational exploration, and vocational training; and 4) increased participant self-esteem and vocational certainty.

BARRIERS AND KEYS TO SUCCESS

In this collaboration, the main problem is getting school districts to be more responsive to the needs of at-risk students. The collaboration provided the impetus to get school districts more involved in helping at-risk students.

CONTACT PERSONS

Joan Howard
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03 – BROOKFIELD HEAD START PROGRAM

County: Madison
Year Begun: 1991

DESCRIPTORS

At-risk youth, families; parenting; preschool.

PARTNERS

Brookfield Central School and Madison County Head Start Program.

TARGET AUDIENCE

Ages 3 and 4; serves 12 children currently.

NEED

The lack of a preschool program for at-risk students, coupled with the need for a facility to house the proposed local Head Start Program, prompted this collaboration. Initial discussions began when the Head Start teacher met with the school superintendent and asked about using the Brookfield School building as a program site. After approval was granted and cost estimates were secured, a formal contract was written and approved by the Board of Education and the Madison County Head Start program director.

GOALS AND OUTCOMES

The goal is to work cooperatively to provide a successful program for preschool at-risk students. Preschoolers are provided with a well-structured readiness program, and parents are extremely positive about Head Start and the school district itself. Madison County Head Start monitors the outcomes of the program. The district business manager and auditors monitor the fiscal aspects of the collaboration.

ACTIVITIES/PROCEDURES

Activities include meetings of parents and children with the Head Start staff to develop activities, ideas, and materials and to increase the level of awareness concerning education, health, nutrition, and available social services. These activities enhance parenting skills and social skills to achieve school readiness for both parents and children. The program tries to increase its effectiveness by providing transportation and lunches and by careful scheduling of activities and field trips.

Regular, informal communication takes place at least twice a month between the program director and the superintendent of the school district. A formal contract stipulates the responsibilities of each agency and the costs associated with each service. These responsibilities were determined prior to the start of the program.

Administrative responsibilities are held by the superintendent, business manager, Head Start teacher, school district cafeteria manager, and transportation supervisor. The cafeteria manager and transportation supervisor provide the school business manager with data for billing purposes. The business manager bills Head Start for services rendered and monitors the payments. The superintendent oversees all activities.

SHARED RESOURCES/RESULTING BENEFITS

Shared resources include: 1) facilities – classrooms are provided, 2) cafeteria – students are served lunch in their classroom by cafeteria staff, 3) transportation – children and parents are bussed to and from the program, and 4) information about the program is included in the district newsletter. Additional in-kind services include school nurse availability, telephone and administrative support, the use of school therapists, and insurance. Contract items include: Class "A" lunch at $1 per lunch, and transportation at $2 per mile.

This is considered a highly successful program, primarily due to the cooperation and communication between the collaborating agencies. There is currently a waiting list of eligible children/parents who want to participate in the program.

BARRIERS AND KEYS TO SUCCESS

Other than some early problems with facilities coordination (rooms for parent education, etc.), this collaborative arrangement has confronted few barriers which cannot be handled effectively through regular communication.

The keys to success are effective communication and cooperation between agencies. An effective collaboration leader must be flexible and must focus on meeting the needs of all students.

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04 - BOCES HIV/AIDS DEMONSTRATION PROJECT

County: Sullivan
Year Begun: 1990

DESCRIPTORS

HIV/AIDS education; sex education.

PARTNERS

Sullivan County BOCES, Public Health Nursing, Council on Alcoholism, Big Brother/Big Sister, Rape Intervention Services Education (RISE), Youth Bureau, Sullivan County AIDS Task Force.

TARGET AUDIENCE

Ages 16 to 21 – alternative high school students; serves 40 students annually.

NEED

Alternative high school students do not have the opportunities for an HIV/AIDS education that are available in a traditional high school. Yet, these students are considered "high-risk." This program was developed to provide needed information on AIDS and related topics in an effort to decrease high-risk behavior. Many of these students have an inaccurate perception about AIDS and a feeling of invulnerability concerning AIDS. Initiative for the project developed in response to an RFP from the New York State Department of Education. The Sullivan County Demonstration Project was one of three funded by the AIDS Institute. Building on existing partnerships, the Youth at-Risk (YAR) coordinator identified agencies and not-for-profit organizations that could assist with curriculum development and delivery.

GOALS AND OUTCOMES

The goals of the program are to provide information about AIDS to students through classroom presentations by agency and community experts, to reduce high-risk behavior, and to encourage student involvement in AIDS awareness activities. The staff and students evaluate the program components. The advisory board meets bi-annually to review the program and the process.

ACTIVITIES/PROCEDURES

Activities primarily involve in-class presentations given by local agencies and/or experts on AIDS and related issues. Six components are presented over a several week period. Youth advocate support groups are also established for male and female students. The advisory board includes representatives from the collaborating agencies. The board meets with the presenters on a regular basis to enhance and evaluate the programs and processes.

Policies and responsibilities were determined during the grant writing process with input from participating agencies and others directly serving youth and families. Sullivan County Public Health presents on AIDS (AIDS 101) and related health issues. It also takes students to a health facility for a mock HIV test. The Council on Alcoholism delivers the drug and alcohol component. RISE delivers the sexuality component. Big Brother/Big Sister delivers components on communication, decision making, and self-esteem. All of the components are directly related to the high risks associated with sexual activity. The YAR coordinator coordinates the project under the supervision of the Vo-Tech director and is responsible for contacting collaborators, developing the program schedule, and overseeing the advisory board meetings.

SHARED RESOURCES/RESULTING BENEFITS

Resources are shared by BOCES and the participating agencies/organizations. The BOCES Alternative High School Program is a service that is purchased by the participating school districts.

The benefit is for more informed students who know where to turn for needed services. It is hoped that they take the necessary precautions for their particular lifestyle.

BARRIERS AND KEYS TO SUCCESS

Two problems experienced with this program are scheduling (presenter unable to attend on a given day, etc.) and student attendance (it tends to drop off towards the end of the program). It would be helpful to have multiple speakers able to present on a given topic.

Those who are interested in modeling this collaboration are advised to utilize local expertise, to involve all players in the planning process, and to empower and involve students.

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05 – CARTHAGE TEEN PARENTING CENTER

County: Jefferson
Year Begun: 1989

DESCRIPTORS

Adolescent pregnancy; parenting; dropout prevention; child care.

PARTNERS

Carthage Central Schools and the Jefferson County Department of Social Services (DSS).

TARGET AUDIENCE

High school teenage parents and their children; currently serves 10 parents and 8 to 10 children (6 weeks to 18 months).

NEED

Participants saw a need to reduce the dropout rate for teen parents, particularly teen mothers. The collaboration was initiated by the Carthage Central School District in an attempt to gain some support and assistance from the Department of Social Services (DSS). Contact was first made by the pupil service director at the district, who contacted various agencies to seek funding. Specifically, the director discussed funding with the Jefferson-St. Lawrence Community Service Project (JSLCSP) and the Jefferson County Youth Bureau. An APPS Grant was secured through the JSLCSP and the program began.

GOALS AND OUTCOMES

Program goals are to keep teen mothers in school (by providing child care at school), to improve the parenting skills of teen mothers and fathers, and to provide a comprehensive program of support to teen parents at school so that they can meet the demands of their role as students and parents. Outcomes are monitored annually through a program report prepared by the Teen Parenting Center director and the pupil services director at Carthage Central Schools. In fact, the district has witnessed a marked increase in the percentage of teen parents who stay in school and graduate.

ACTIVITIES/PROCEDURES

The Teen Parenting Center includes the following services for students who are pregnant or are parents: child care during school hours (there is no fee for child care), parenting education courses, monthly support group meetings and seminars, individual counseling on prenatal care, nutrition, health, sexuality, and referrals to outside agencies. Parents who wish to use the free child care services must agree to participate in the parenting education course, the support group meetings, and the individual counseling meetings. Currently, two child care professionals are employed for eight babies.

There are regular monthly meetings of the JLCSP and the school district. The director of the Teen Parenting Center regularly communicates with personnel at DSS. The pupil services director is responsible for administering the collaboration.

SHARED RESOURCES/RESULTING BENEFITS

Shared resources include facilities, funding, and personnel. Shared personnel are involved in making presentations, teaching, and leading support groups. Start-up costs for infant care are extremely high – about $70,000 for this project. The district provides in-kind resources (teaching and support staff, time, facilities, etc.) and contracts services through DSS. Funding and transportation to the Child Care Center are partially provided by DSS. The Community Service Project of Jefferson-St. Lawrence County ($49,600) and Jefferson County Youth Bureau ($8,000) are the key financial supporters of the program.

The benefit to the district is the increasing number of teen parents who stay in school and graduate.

BARRIERS AND KEYS TO SUCCESS

The most challenging barrier is educating the community about the need to provide these services and about how this mission relates to school. Many people in the community feel that the "school should not be doing social services' work."

School districts interested in establishing a similar collaborative arrangement are recommended to plan carefully and communicate with their collaborative partners on a regular basis. Employing personnel who understand the issues the collaboration wants to address, and secure funding outside of the school budget are the keys to success.

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06 – CHILD/ADOLESCENT DAY TREATMENT PROGRAM

County: Cayuga
Year Begun: 1989

DESCRIPTORS

Mental health; day treatment.

PARTNERS

Cayuga-Onondaga BOCES and Cayuga Counseling Services.

TARGET AUDIENCE

Ages 8 to 16 with handicapping conditions; serves 15 students annually.

NEED

The Day Treatment Program was established because the collaborators saw a need to enhance the development of students as whole people through integrated attention to academic, social, emotional, and physical well-being. Initial conversations among the Cayuga-Onondaga BOCES Special Education director, County Community Service directors, and the Cayuga Counseling Services director resulted in an application to the State Office of Mental Health for certification of a day treatment program. The County Legislature was responsive in providing initial funding support for the program. This support was based upon their desire to reduce residential placements and their belief that community programming is cost effective because it allows students to be educated in their home schools.

GOALS AND OUTCOMES

The program offers children and their families case management, family therapy, and home visiting in order to achieve the following goals: 1) support children within their families and communities, 2) reduce symptoms of child/family distress, 3) create functional families, 4) provide intensive, short-term education in life skills, 5) provide special education in academic skills, and 6) provide parent support. Outcomes are monitored by the education and mental health staff through three month and annual reviews. The Committee of Special Education (CSE) also reviews the progress of the collaboration.

ACTIVITIES/PROCEDURES

The process of admission to the program begins when teachers and/or parents refer students to the Committees on Special Education (CSEs) in their home school districts. Upon receipt of referral from the CSEs, Day Treatment staff evaluate the student match with the program. The evaluation consists of three visits which include classroom observation, individual assessment, and conferences with parents and former teachers/therapists. Most of the children accepted suffer from emotional distress, display disordered behavior, and/or jeopardize the safety of others. If accepted, the child may attend the program for one to one and a half years and is provided with individualized education and treatment. Individualized treatment is reviewed every three months and revised as needed. Specific activities for the children include weekly individual therapy, weekly group therapy, socialization group participation, and family therapy.

The treatment staff meets daily in the morning for team updates and strategy sessions. All staff participate in weekly planning meetings. Teachers often participate in family meetings to help provide continuity between the child's educational and emotional needs. The policies and responsibilities of the program were developed and documented at the beginning of the collaboration.

SHARED RESOURCES/RESULTING BENEFITS

Funding for the Treatment Center is provided by the Cayuga Counseling Services, the Cayuga-Onondaga BOCES, Cayuga County, the Office of Mental Health, and private insurance companies. The school districts with students participating in the program provide BOCES with a tuition of $13,700 per year per student. Medicaid pays $45.28 per day toward a child's program. Cayuga County contributes $10,000 for each of the first two years but none thereafter. State funds cover 50% of the deficit accrued from children who have no Medicaid or private insurance.

The primary benefit is providing children and their families with better treatment in terms of academic, social, emotional, and physical well-being.

BARRIERS AND KEYS TO SUCCESS

Funding will always be a problem. The most challenging barriers are: 1) integrating the regulations of education and mental health services, and 2) developing team spirit when collaborators come from such disparate points of view. Many barriers are overcome by: 1) holding daily meetings where individual staff fears, expectations, and needs can be shared with the rest of the staff; 2) having the mental health staff spend time with the teaching staff, and, in special circumstances; 3) engaging the services of Neil Katz Associates, who provide workshops on conflict resolution.

BEST COPY AVAILABLE

The keys to success include: recruiting a dedicated staff committed to children, providing regular opportunities for the staff to communicate with each other, and attending to philosophical differences among the staff, even if it means hiring outside consultants to help. The qualities necessary for effective collaborative leadership are not unique; leaders must share their vision of desired outcomes. Agreement on goals is more important than agreement on strategies. The excitement of the program is the blending of philosophies, skills, and insights by a staff trained in different fields.

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07 – Child Care Coordinating Council of the North Country, Inc.

Counties: Franklin, Essex, Clinton
Year Begun: 1991

DESCRIPTORS

Child care.

PARTNERS

The Joint Council for Economic Opportunity (JCEO) and the Clinton County Department of Social Services (DSS); the Committee for Economic Improvement (CEI) and the Essex County DSS; the Franklin Day Care Corporation and the Franklin County DSS.

TARGET AUDIENCE

Prenatal to age 12; serves 135 individuals annually.

NEED

This collaboration was prompted because the collaborators saw a need to coordinate child care services for parents, providers, and prospective providers in the North Country.

GOALS AND OUTCOMES

The goals of the program include: 1) helping parents find high quality affordable child care through resource and referral information, 2) increasing the supply and quality of registered child care by recruiting and supporting child care providers, 3) helping employers address the child care concerns of their employees, and 4) providing child care information to the general public. Program statistics, such as number of families served, number of training sessions completed, and number of child care professionals/community members receiving assistance are monitored monthly by the board of directors, the NYS DSS Legislative Grants Division, NYS DSS Bureau of Early Childhood Services, and the SUNY Research Foundation.

ACTIVITIES/PROCEDURES

This not-for-profit collaboration seeks to coordinate, assist, strengthen, and promote child care services within Clinton, Essex, and Franklin Counties. Its activities revolve around providing information, training, and start-up advice for parents, day care providers (public and private), and the general public. The Council maintains listings of family day care providers, child care centers, preschools, and nursery schools. It provides information on child care subsidies, tax credits, and easing a child's transition from home to care. The Council provides technical assistance, training, and support for existing providers and centers, and assists employers in choosing and developing employer-supported child care programs. Finally, it works with individuals and groups to increase general public awareness of child care issues.

Board meetings are held monthly, and subcommittees meet as needed. The executive director gives either a written or verbal report of her activities and the treasurer gives a financial report at each meeting. Members of the board include representatives from the DSS (Clinton and Essex), Cooperative Extension (Clinton, Essex, and Franklin), JCEO, CEI, Head Start, Youth Bureau, SUNY Plattsburgh faculty (human services, nutrition, and education), Clinton Community College faculty, local business, and parents.

The executive director is the administrative officer and is in charge of grant writing, grant program/financial reporting, training child care providers, and providing referrals to incoming callers. The executive director is the only paid individual on the Council.

SHARED RESOURCES/RESULTING BENEFITS

The local DSS, the Cooperative Extension, and the Community Assistance Program share their training expertise with the Council. In turn, the Council shares its expertise with the participating day care providers. There are no fees currently charged to users of Council services.

A major benefit of this coordinated effort is the increased quality of training available for child care professionals, especially registered family day care providers. The recruitment of family day care providers has grown and the child care referral process has been streamlined. Parents in need of day care now need only make one call to the Child Care Council to get information on programs available for their children.

BARRIERS AND KEYS TO SUCCESS

The most challenging barrier continues to be establishing the Council as the clearinghouse for *all* types of information on *all* types of child care services for *all* socio-economic groups. While attacking this barrier, the Council does not want to create the perception that it is "taking over" the work of other groups. There are many players in the field of child care (several agencies train family day care providers and provide child care referrals). The Council wants to make sure that the services provided by other agencies are of the best quality.

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08 – CHILDREN AT-RISK

County: Montgomery
Year Begun: 1991

DESCRIPTORS

At-risk youth; at-risk children; intervention; families.

PARTNERS

Montgomery County Department of Social Services (MCDSS) and Fort Plain School District.

TARGET AUDIENCE

Grades K to 12; serves 50 to 75 students annually.

NEED

Collaborators realized that issues involving children at-risk were multi-faceted and required a global approach to their resolution. They felt that agencies, which operated together, could more effectively serve their clients' needs. Prior to collaboration, agencies did not fully understand each others' perspectives and capabilities. Collaboration was needed to develop coherent plans for service intervention and needs resolution.

GOALS AND OUTCOMES

The collaborative agencies seek to accomplish the following: 1) identify children at-risk at a young age, 2) intervene in dysfunctional families, and 3) supply needed resources and services to families through a collaborative effort and under a coordinated service plan. Outcomes include a reduction in the number of dropouts, foster care placements, and PINS (Persons in Need of Supervision) petitions, an increase in community involvement, especially in the PTA, and a better understanding and rapport among teachers, parents, and outside agencies.

ACTIVITIES/PROCEDURES

At-risk children are recommended for this program by school personnel at formal monthly meetings. The Montgomery County Department of Social Services (MCDSS) and the school district develop an intervention plan for each child. Each group supplies expertise as needed. The assigned caseworker regularly reviews the intervention plan with the designated school liaison.

At the formal monthly meetings, the district superintendent sets the agenda, which includes the development and/or revision of student intervention plans. Attendees at the monthly meetings include: the MCDSS supervisor, the county Sheriff's Department representative, the district superintendent, school psychologists, school nurses, counselors, and invited teachers. The MCDSS supervisor and the district superintendent oversee and direct the program. There are no formal policies of operation for the collaboration.

SHARED RESOURCES/RESULTING BENEFITS

MCDSS provides a caseworker, homemakers, and linkages to contract agencies (through referral). The school district provides a school psychologist, school counselors, and facilities for all meetings.

Most of the benefits of the program are demonstrated in reduced PINS and foster care placements and in increased graduation rates among these students. This has been one of the most effective and informative undertakings with which we (school district) have been involved for the past several years.

BARRIERS AND KEYS TO SUCCESS

One problem is the confidential nature of CPS (CPS prohibits sharing of cases not referred by the school district). There is also a lack of counseling personnel and transportation. To be successful, a collaboration must gain the commitment from people in authority. The leaders must take charge and demonstrate that the commitment is genuine and that the collaboration will work.

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09 – COLLABORATIVE DAY TREATMENT PROGRAM

County: St. Lawrence
Year Begun: 1990

DESCRIPTORS

Mental health; special education; day treatment.

PARTNERS

St. Lawrence Psychiatric Center Children/Youth Services and St. Lawrence-Lewis BOCES.

TARGET AUDIENCE

Ages 5 to 18; currently serves 40 youth.

NEED

Collaborators saw a need for an intermediate level of intensive treatment combined with special education for certain children. This service falls somewhere in between inpatient hospitalization and outpatient counseling, allowing children to remain in the community and live at home while obtaining necessary services.

GOALS AND OUTCOMES

The goal of the program is to provide children and adolescents with a less restrictive environment while offering the necessary educational and mental health interventions. Program performance is regularly monitored by leaders in both partner agencies. Over 100 children and adolescents have been served since the program began in 1990.

ACTIVITIES/PROCEDURES

Specific activities include: special education services, case management, individual, group and family therapy, and mental health intervention. There are weekly meetings of program staff who provide direct services and quarterly meetings of the administrators of each participating agency. Policies and procedures for each local agency are primarily determined by their respective governing agencies. The State Education Department determines procedures for the BOCES unit, and the New York State Office of Mental Health determines procedures for the St. Lawrence Psychiatric Center Children/Youth Services. This is supplemented by a formal interagency agreement.

SHARED RESOURCES/RESULTING BENEFITS

The resources shared are primarily personnel. BOCES provides special education teachers (four), aides, and other support staff. Children/Youth Services provides social workers (two), and child psychiatry and clinical psychology supportive services. Facilities are also shared.

The key benefit for schools is enhanced mental health services for severely emotionally disturbed children and adolescents. The key benefit for the agency is an ability to serve a greater number of children with the same number of staff.

BARRIERS AND KEYS TO SUCCESS

The most significant problem is conflicts between the regulations of the State Education Department and the New York State Office of Mental Health. Success hinges on regular meetings and communication among collaborating agencies. Virtually every barrier is overcome by keeping communication open, remaining flexible, and persisting. The exceptions are those barriers established by regulatory agencies.

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10 – COLLABORATIVE PREKINDERGARTEN PROGRAMS

Counties: St. Lawrence, Saratoga
Year Begun: 1989

DESCRIPTORS

At-risk youth; families; preschool.

PARTNERS

Program 1: Potsdam Central School District and Day Care with the Division of Child Development, New York State Education Department (NYSED).

Program 2: Ballston Spa Central School District and Head Start with the Division of Child Development (NYSED).

TARGET AUDIENCE

Ages 3 and 4, from economically disadvantaged families; serves 25 children annually in each program.

NEED

In 1984 a task force was established by the NYS Council for Young Children (an independent state agency) to study early childhood services in New York State. The need for increased child care options was noted. In 1988, commissioners of Education and Social Service Departments convened a meeting of Early Childhood representatives of the two agencies to identify possibilities for collaboration. This working group met regularly to examine issues, discuss problems, and suggest solutions. Discussions frequently included the participation of other agencies (Head Start, NY Child Care, Coordinating Council, Division of Women, etc.). The governor's 1989 budget included an increase for the NYS Prekindergarten Program. The first NYS Prekindergarten application for collaborative programs was released in September, 1989.

GOALS AND OUTCOMES

The overall goal of the program is the development of the whole child – socially, emotionally, physically, cognitively, and linguistically. The NYS Collaborative Prekindergarten Program provides a comprehensive developmentally appropriate full day program for economically disadvantaged three and four year olds and their families. The educational program builds upon the children's individual interests and strengths and recognizes the value of play as a vehicle for learning. The components of the Prekindergarten Program include: health, nutrition, social services, and frequent and diverse opportunities for staff development and parent involvement. The outcomes of the program are evaluated through an annual report, local evaluations, and also through regular site visits from the State Education Department.

ACTIVITIES/PROCEDURES

The daily schedule includes breakfast and lunch, indoor and outdoor play, and individual as well as group experiences. Blocks of time are set aside for children to engage in child-initiated activities within the various interest areas of the classroom (creative arts, language arts, music, etc.). Parents are an integral part of the program. They are offered a range of parent involvement and educational experiences on a regular basis.

Almost daily, staff directly involved in the collaborative program meet to share information, discuss observations of children, and make plans. At least monthly, staff participate in a professional in-service activity. Each Prekindergarten Program has a parent advisory committee and an Early Childhood coordination committee which includes parents, school and agency personnel, and representatives of the community. These committees are expected to meet at least four times annually.

Each Prekindergarten Program is assigned a director who is responsible for ensuring that the program provides developmentally appropriate activities. Each Prekindergarten director works closely with the director of the collaborative agency. Specific supervisory/administrative responsibilities are shared by the Prekindergarten Programs and the collaborating agency.

The policies and procedures for the collaboration are largely determined by the NYS Collaborative Prekindergarten Program's regulations and guidelines. The NYSED has responsibility for reviewing and approving the Prekindergarten Program narrative and budget, for making at least one annual site visit, and for ensuring that the program provides continuity of services for the children and families. The collaborators themselves are expected to meet at least two times a year.

SHARED RESOURCES/RESULTING BENEFITS

Shared resources include funding, personnel, equipment, materials, facilities, and transportation. Part of the program day (2-1/2 to 3 hours) is funded by the State Education Department. The remainder of the day is funded by moneys from the County Department of Social Services, Project Head Start, parent fees, and/or other contributions. Benefits of collaboration include: the ability to upgrade services, to serve more children and parents, and to have children attend the program for a full day as opposed to a half day.

BARRIERS AND KEYS TO SUCCESS

Problems are encountered when managing conflicting regulations, deciding programmatic issues, setting salaries, and determining the actual hours of operation. Most of these issues have been dealt with through communication and negotiation with the collaborating agency. To achieve success, issues and problems should be identified, discussed, and resolved during the planning stages. Meetings should occur regularly, and decisions should be made in a timely manner. A successful collaborative program must have leaders that are skillful in communicating, identifying issues, making shared decisions, and solving problems creatively.

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11 – Delphi Drug Abuse Center, Inc.

Counties: Monroe, Wayne
Year Begun: 1978

DESCRIPTORS

Substance abuse; prevention; substance abuse counseling; education.

PARTNERS

Delphi Drug Abuse Center, Inc., the Fairport BOCES, and 11 school districts.

TARGET AUDIENCE

Grades 5 to 12, parents, school staff; Monroe County serves: counseling services – 201 students, education/information – 10,500 students, 471 parents, 3,323 school staff; Wayne County serves: counseling services – 246 students, education/information – 12,550 students, 361 parents, 4,244 school staff.

NEED

This collaborative arrangement developed in the late 1970s. A high school principal (North Rose/Wolcott Central School District) and the executive director of the Delphi Drug Abuse Center started brainstorming about better ways to reach students who were still in school but were using drugs. The philosophy that developed was simple: "Why not bring drug and alcohol treatment and prevention services into the world in which young people function." The placement of a treatment counselor in the school evolved from this philosophy. The district then became the "pilot." With the district's help, the program was then presented to all Wayne County superintendents during the second year.

GOALS AND OUTCOMES

The goal of the program is to eliminate substance use, abuse, and dependency to keep students in school and focused on academic and social growth. Annually, the schools provide written comments on how they feel the program is operating. They assist in the staff evaluation process as well.

ACTIVITIES/PROCEDURES

The collaboration's main activity is to participate in meetings with other school professionals to discuss troubled students. This activity varies from one school to the other, as each school contract is negotiated, to address the specific needs of the district. Nonetheless, Delphi provides a full-time counselor for each school but one which receives three counselors. Counselors work with students who have a history of use, who have parents or other relatives suffering from chemical dependency, and who have academic, family, and other emotional problems. Individual, family, and group counseling are the primary services delivered by this collaborative arrangement.

There is no regular or formal meeting process at the administrative level. Bi-weekly team meetings of the counselors are led by the coordinator and held at the agency offices. Counselors meet among themselves regularly.

Delphi has a formal "service arrangement" with each contract school which documents the policies and responsibilities of each party. Administration is done by the agency's executive director and the program coordinator. The school principal/vice principal provides on-site direction and supervision and reports to the coordinator. Each counselor is also supervised on-site by the program coordinator. Usually, the school designates one administrator as the key contact person to the collaboration.

SHARED RESOURCES/RESULTING BENEFITS

Each district provides office space, support staff services, telephone, and other materials. Delphi provides the personnel. The school is charged an annual fee. Contract cost is based upon the agency's budget and is not tied to the number of students served.

Cost sharing is approximately 50% to the district and 50% to the State Office of Alcohol and Substance Abuse Services. The program meets the mission of both the school and the State Office and enables each agency to provide more cost efficient services.

The benefit of the program is that students who need help are seen sooner; and since counselors are not members of the faculty, students may seek out advice and make the initial contact more readily.

BARRIERS AND KEYS TO SUCCESS

Problems include "turf" issues between the school staff and Delphi counselors and conflicting regulations, particularly in the area of student confidentiality. Delphi staff operate under the Federal Confidentiality Law which fully protects students' rights to confidential treatment. Schools operate under State Education law which allows parents and school officials access to confidential information. The collaboration has addressed the confidentiality issue by formalizing a Qualified Services Organizational Agreement which allows Delphi to share information on a need-to-know basis if the host school takes responsibility for not releasing that information outside the appropriate network.

Developing a similar collaboration requires planning carefully, involving the school as much as possible, and knowing the state and federal laws and regulations governing substance abuse services and confidentiality.

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It is advisable to communicate openly, to understand the program before it starts, and to provide supervision and support for the counselors in the schools.

CONTACT PERSON

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12 – FAMILY HEALTH NETWORK OF CENTRAL NEW YORK SCHOOL HEALTH PROGRAM (STUDENT MEDICAL SERVICES)

County: Cortland
Year Begun: 1988

DESCRIPTORS

Health education; health services.

PARTNERS

DeRuyter, Marathon, Cincinnatus Central School Districts, the Family Health Network of Central New York, and the New York State Department of Health, School Health Program.

TARGET AUDIENCE

Grades K to 12; serves 2,100 students annually.

NEED

The need for general child/adolescent preventive health care was the driving force behind this collaborative arrangement. A number of societal changes resulted in care being less available to needy youngsters; in many communities families lack health insurance benefits, transportation, and time off to take children to their health care providers. Thus, school-based primary care services were first conceived as a strategy to increase the access and availability of primary and preventive health services to children residing in high-risk areas of the state. Optimum learning happens when the child is mentally and physically healthy. The need for comprehensive health services is a prime motivation for schools and health care facilities to become engaged in these mutual projects.

GOALS AND OUTCOMES

The goals of the program are to promote good physical and mental health, to prevent illness leading to disability and hospitalization, and to facilitate learning and healthy living by providing school-based primary and preventative health care to medically underserved youth through contracts with community health care providers and school districts. The outcomes expected include: improved health status resulting in improved school attendance, decreased inappropriate utilization of hospital emergency rooms, and increased utilization of primary and preventive health care services. Evaluation is process-oriented, based on the annual reviews of the program, regular meetings, and statistical data.

ACTIVITIES/PROCEDURES

The program provides school health services including: physical examinations, treatment of acute illness/injury, monitoring of chronic illness, off-site referral and networking for additional evaluation, counseling, immunization, nutrition, psychosocial services, and health education. The collaboration also educates parents and guardians to the need for preventive health care. It provides on-site services at no cost to students and also accepts Medicaid and other third party reimbursement services, available both at the school and the back-up facility to increase access to care.

Meetings are held quarterly. All members have signed an agreement stipulating the responsibilities and terms of the collaborative arrangement.

Administration for this program is provided by the director of School Health in conjunction with the administrative staff of the

Family Health Network. The director of School Health is responsible for the overall operation of the program including, but not limited to, staff supervision, communication with school districts, quality maintenance, revision of policies and procedures, and monitoring of program operations.

SHARED RESOURCES/RESULTING BENEFITS

Shared resources include personnel at Marathon Central Schools. Two nurses, salaried by the district, are listed as in-kind services and function as part of the health team. All districts share facilities, telephone services, and utilities. Districts no longer have to pay for mandated physical examinations.

Of those students and families who qualify for the program, 90 percent are enrolled in the program. The program has served hundreds of students, enhanced their short and long-term health care, improved their school attendance, and improved their opportunity to perform better in school.

BARRIERS AND KEYS TO SUCCESS

One barrier was that the new director of the network had to first gain the confidence of other participants. This director did so by attending PTO meetings at the schools, by meeting with teachers individually at the schools, and by enhancing the awareness of the program through newspapers and radio.

The success of this program lies in the dedication, competence, and sensitivity of the staff. Their flexibility, motivation, and working rapport with parents, school staff, and other key professionals allowed them to provide service in a timely, effective, and affordable manner. The successful collaboration leader should be dedicated to the population and always keep the communities' interest and needs in mind.

CONTACT PERSONS

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13 – FIT AS A FIDDLE PROGRAM

County: Livingston
Year Begun: 1991

DESCRIPTORS

Health education; nutrition; fitness.

PARTNERS

Avon Central School District, Public Health Department (PHD), and Western New York Nutrition Education and Training Program.

TARGET AUDIENCE

Grades K to 6; serves 675 students annually.

NEED

This program was initiated when a nurse at the Public Health Department (PHD) contacted the school district and suggested beginning a collaborative arrangement that addresses the nutrition and health of elementary students. The Western New York Nutrition Education and Training Program (NET)* funded the project during the start-up year with a minigrant.

GOALS AND OUTCOMES

The goals of the program are to improve student fitness and student nutrition by working with several departments in the school to provide a multidisciplinary program. At this point, the total program has not been evaluated. However, there are plans to review the program to determine which activities should be repeated, dropped, or enhanced and what overall changes in delivery need to be addressed.

ACTIVITIES/PROCEDURES

The program provides fitness and nutrition-related lessons and activities for students. Activities include: Fit as a Fiddle field day, family activities, classes on nutrition, Fit as a Fiddle wall art, school wellness training, and a nutrition vision survey.

The public health nurse from PHD, the health educator in the school, physical education teachers, and several parents, nurses, and teachers meet once a month to plan future activities and discuss the progress of the program.

The responsibilities and terms of the collaboration are not formally documented. However, they were articulated and verbally approved during the planning stages of the program and continue to be monitored. As a supplemental organizational tool, the Avon School District put together a team action plan which is used to guide decision making and the planning of activities.

Administrative responsibilities are shared by the Avon School District nurse, the Livingston County Public Health educator, the Livingston County PHD trainer, and the Livingston County PHD coordinator.

SHARED RESOURCES/RESULTING BENEFITS

Avon Central Schools implements the program and helps with funding. The Public Health Department shares its expertise and provides support, materials, and supplies. The NET Program provides funding, materials, and expertise.

The benefits of the program are high levels of parent interest and support, positive dynamics from the interaction itself (between collaborators, collaborators and students, collaborators and school staff, etc.), and, most importantly, more physical fitness (endurance and exercise) programs for students and staff.

BARRIERS AND KEYS TO SUCCESS

The primary problems confronted thus far have been lack of time (to plan, to communicate with all parties, etc.), lack of personnel (secretarial support), and lack of support from school administrators. To overcome these problems, allow plenty of lead time for activities, add more community representatives to committees, and make sure that staff education occurs both before and during the program.

CONTACT PERSONS

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* NET is a federal program from the Department of Agriculture. This program provided funds to the New York State Education Department's Bureau of School Health Education and Services. These funds are then given to four BOCES sites for nutrition education and training programs.

14 – FOOD SAFETY–LABEL READING

County: Wyoming
Year Begun: 1990

DESCRIPTORS

Nutrition; health.

PARTNERS

Livingston-Steuben-Wyoming BOCES and Cornell Cooperative Extension of Wyoming County.

TARGET AUDIENCE

Grades 11 and 12; serves 25 students annually.

NEED

The faculty member who taught food and nutrition felt the program needed support.

GOALS AND OUTCOMES

The goal of the program is to enhance students' knowledge about food safety and label reading by having a Cooperative Extension agent teach one to two classes each year. In addition, teachers use this opportunity to expose students to the services provided by the Cooperative Extension. At the present time there is no formal evaluation process.

ACTIVITIES/PROCEDURES

The activities of the program focus on having a Cooperative Extension agent attend junior and senior classes and give presentations on food safety and food label reading. In addition to speaking in class, the expert provides pamphlets and other information about nutrition, and also provides information on other programs and services offered by the Cooperative Extension Office. The Cooperative Extension Office makes available to teachers video tapes and resource guides on such topics as: *Be a Better Shopper, Cooking Today's Beef, Inside my Mom: Nutrition During Pregnancy*, and *Modifying Recipes for Better Health.*

There are no formal meetings between the collaborators, however, phone contact is frequent. There are no formal documents that outline the responsibilities of the collaborative arrangement.

SHARED RESOURCES/RESULTING BENEFITS

The BOCES provides the facilities and handouts, and Cooperative Extension provides the presenters, the masters for the handouts, and the audio-visual and demonstration materials.

The benefits of the program include increasing student awareness about health/nutrition and informing them about the services provided by Cornell Cooperative Extension.

BARRIERS AND KEYS TO SUCCESS

The only problem this collaboration has confronted has been scheduling time for presentations to accommodate both groups' schedules. Individuals interested in modeling this collaboration are recommended to contact and take advantage of the services provided by their County Cooperative Extension Office.

CONTACT PERSONS

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15 – THE GENESEE VALLEY REGIONAL INTERAGENCY COUNCIL

Counties: Wyoming, Livingston, and parts of Steuben
Year Begun: 1992

DESCRIPTORS

Developmental disabilities; education.

PARTNERS

The Livingston-Steuben-Wyoming BOCES (L-S-W BOCES), twelve rural school districts, several public and private agencies, and the parents of students with disabilities.

TARGET AUDIENCE

Youth ages 3 to 21.

NEED

The Livingston-Steuben-Wyoming BOCES (L-S-W BOCES) saw a need for agencies and schools to collaborate, maximize resources, and lessen duplication of services for individuals with severe disabilities and their families. The Genesee Valley Regional Interagency Council (GVRIC) is intended to help schools and parents work in partnership to identify and resolve issues related to the provision of education and services for persons with severe disabilities, aged three to twenty-one. The Council also fills the need for interagency planning and information sharing for the purposes of enhancing case management and establishing possible training co-sponsorships. The current cochairs (the coordinator of SETRC [L-S-W BOCES Special Education Training Resource Center] and the coordinator of Staff Development at the Craig Developmental Disabilities Services Office) met to share resources and to develop the idea for a training consortium in the fall of 1991. When the State Education Department sent out RFPs for BOCES Councils, a grant was written and secured in March of 1992.

GOALS AND OUTCOMES

The following goals have been identified: 1) integrate systems and services in the schools, 2) discuss and resolve issues related to difficult-to-serve children 3) address joint agency initiatives and problem areas, 4) address family involvement strategies, 5) establish a dispute resolution mechanism, and 6) address transition to adult services. The outcomes are evaluated by the Council members every six months and a report is published which documents the progress of the collaboration.

ACTIVITIES/PROCEDURES

The Council specifically focuses on the successful inclusion of individuals with severe disabilities (particularly severe emotional disturbances or head injuries) into school, community, and work. The Council's activities include: 1) increasing and improving the number of on-site school programs that focus on non-aversive behavior and crisis intervention strategies, 2) coordinating case management among agencies, 3) engaging parents as equal partners in the planning and implementation of programs, 4) exploring creative and flexible solutions to placement concerns, 5) encouraging joint problem solving among the collaborators, and 6) developing and disseminating information about programs that address independent living for adults with disabilities. As a result of this collaboration, the Council sponsored two major conferences in 1991–92 where over 200 individuals participated. During 1992–93, four conferences are planned.

Monthly meetings are scheduled so that information sharing can take place among the agencies and schools. Policies, procedures, and responsibilities were developed by the Council members and sub-committees during the planning stages of the collaboration and are documented in a "Project Narrative."

The cochairs share much of the administrative responsibility. However, the coordinator of SETRC administers the fiscal aspects of the grant because it is an official BOCES grant.

SHARED RESOURCES/RESULTING BENEFITS

Shared resources include funding, facilities, time, paid personnel, materials, training, and volunteers.

Benefits include better quality service for students with disabilities and their families, less duplication of services, greater cost savings for the school districts involved, and greater service access for students and their families.

BARRIERS AND KEYS TO SUCCESS

One of the more significant concerns of the program is being able to get the participating members to feel that they have some ownership in the planning and implementation of this collaboration. This problem was partially solved by forming sub-committees where all members have the opportunity to contribute their ideas and get directly involved in the process.

Direct involvement of members and a sense of ownership by members are keys to this successful program. The necessary qualities to be an effective collaborative leader include vision, a clear set of tangible outcomes, and interpersonal as well as organization skills.

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16 – GREATER CAPITAL DISTRICT TECH-PREP CONSORTIUM

Counties: Schoharie, Rensselaer, Essex, Schenectady, Columbia, Albany, Greene, Hamilton, Saratoga, Fulton, Washington, Warren, Montgomery
Year Begun: 1992–3 (planning stages 1991–2)

DESCRIPTORS

College/employment preparation; vocational education.

PARTNERS

Albany-Schoharie-Schenectady Vo-Tech Center, Saratoga Vo-Tech Center, Hamilton-Fulton-Montgomery Vo-Tech Center, Rensselaer-Columbia-Greene Vo-Tech Center, Washington-Warren/Hamilton Essex Vo-Tech Center, Adirondack Community College, Schenectady County Community College, Columbia-Greene Community College, SUNY College of Agriculture & Technology, Cobleskill, and Fulton-Montgomery Community College.

Fiscal agency and office location: Two-Year College Development Center (TYCDC), University at Albany.

TARGET AUDIENCE

Grades 11 to 14; serves 60 to 100 students annually.

NEED

The consortium was formed to receive the Vocational and Applied Technology Education Act Tech-Prep funding. To qualify for the grant, this program had to be connected with business and industry. The collaboration was prompted by the need to improve communication between secondary and postsecondary levels of education and between faculty in academic and vocational areas. The program also saw the need to provide additional guidance to students, to use resources more efficiently, to achieve better completion rates in associate degrees, and to increase student math and science skills. The directors of the vo-tech centers heard about Tech-Prep funding sources at the Association of Vocational Education Administrators meeting. They expressed their interest in developing a regional model with the director of the Two-Year College Development Center (TYCDC). The TYCDC then invited administrators from six two-year colleges and five vo-tech centers to develop the proposal which was finally funded.

GOALS AND OUTCOMES

The goals of the collaboration are to increase the number of high school students able to do the following: 1) make well-prepared and planned career decisions, 2) graduate with above-average numbers of credits in math and science, 3) enter and complete an AAS degree, and 4) secure high wage employment in technical fields. Formal assessment has not yet begun as the program is just finishing the first planning year.

ACTIVITIES/PROCEDURES

The activities of the program center on training teachers and guidance counselors, developing technical programs for undirected students, addressing the needs of special populations, and improving teaching techniques. Teams of faculty and staff are working to develop a four-year technical curricula (grades 11 through the AAS degree) and a new applied academics core curriculum. The consortium is querying business and industry leaders about the sorts of competencies necessary for students to enter the technical job market. The consortium is also improving its recruitment and placement, as well as professional development strategies.

The consortium steering committee meets once a month to outline plans, and to determine how resources will be shared. This steering committee consists of ten members (at least one from each agency). Subcommittees also meet about twice a month with the Tech-Prep coordinator to pursue more specific goals and activities.

Policies and responsibilities were developed through debate and committee work and are outlined in a written document.

Administrative responsibilities are shared by three key players: director (interim) of TYCDC, project coordinator, and administrative assistant. Responsibilities of the TYCDC director include: writing and submitting grants, overseeing finances, and leading meetings of the consortium steering committee. Responsibilities of the project coordinator include: serving as contact person for the consortium, working with the steering committee and subcommittees to develop consortium and subgroup plans, keeping all records, coordinating special events, reviewing teaching resources developed by the consortium, and disseminating information about the consortium. The half-time administrative assistant has the following responsibilities: keeping budget records, ordering materials, and managing correspondence, phones, and meetings schedules.

SHARED RESOURCES/RESULTING BENEFITS

The grant funds are shared among the ten agencies and are used for meetings, program visits, national conference attendance, regional in-service and planning sessions, public relations, mailings, Tech-Prep resources, training, and so forth. Each agency has money for projects on a subgroup level and expenses are shared for subgroup activities. The coordinator and director share time and skills with all agencies. A library of Tech-Prep materials is being developed and the coordinator shares these materials with agency representatives. Facilities are also shared for regular meetings. Funds come from the project grant and from the in-kind contributions of educational agencies involved. There are no fees. Agreements will eventually have to be reached on tuition at vo- tech centers and/or reimbursement for use of facilities and services.

The benefits of the program include: better communication between secondary and postsecondary levels of education, better communication between faculty in academic and vocational areas, better student advising, more efficient use of resources, facilities, and personnel, higher completion rates in associate programs, higher levels math and science skills among students, and easier student transitions from secondary to postsecondary education.

BARRIERS AND KEYS TO SUCCESS

Most of the problems experienced relate to managing "turf" issues among the participants, convincing agencies to make a commitment to the program, getting approval from the State Education Department for the new courses, and getting remuneration for teachers involved in curriculum development. These problems have been overcome by keeping the lines of communication open and agreeing upon the philosophy that guides decision making.

Those interested in developing a collaboration are advised to: 1) hire a coordinator immediately, 2) take the necessary time to get all members to agree to a general philosophy, 3) recruit a fiscal agent who is independent of the consortium agencies, 4) arrange for each agency to have discretionary funds for use within broad consortium guidelines, 5) involve the highest level administrator from each agency from the start, and 6) include business and industry in the steering committee from the beginning. The successful leader should be flexible, responsive to requests, willing to work extra and odd hours, a self-starter, and able to see the big picture. This person also needs to have excellent organizational, public speaking, and interpersonal skills. If the collaboration is vo-tech related, an excellent knowledge of vocational, secondary, and higher education is necessary.

CONTACT PERSON

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17 – Head Start Literacy Project

County: Clinton
Year Begun: 1973, 1991

DESCRIPTORS

Adult literacy.

PARTNERS

Head Start (HS) of Clinton County, and Literacy Volunteers (LV) of Clinton County.

TARGET AUDIENCE

Parents of Head Start children; serves 23 parents.

NEED

This program is part of a national response to the need for adult literacy among parents. In 1988, an official agreement was signed by the Literacy Volunteers of America (LVA) and the United States Department of Health and Human Services. The collaboration between Literacy Volunteers (LV) of Clinton County and Head Start (HS) of Clinton County was prompted because of this national agreement.

GOALS AND OUTCOMES

The goal of the program is to promote family literacy by encouraging parents to learn with their children, thereby providing their children with a positive model for learning. The outcomes are evaluated on a monthly basis. The Literacy coordinator calls each tutor for a progress report. Reports are also sent to the agencies upon request, and case managers review and evaluate individual cases as needed. Clients who are referred to other agencies are monitored less often (every three months) to see if they are still enrolled or have dropped out.

ACTIVITIES/PROCEDURES

According to the agreement between LV of Clinton County and HS of Clinton County, staff engage in the following activities:

1) share information pertinent to achieving the goal of full literacy among the parents served by HS, 2) attend the meetings of both HS and LV organizations, 3) learn the full array of literacy programs available to parents so they can counsel and suggest literacy enhancing services, 4) learn to identify parents in need of literacy assistance, and 5) provide one-on-one and small group literacy tutoring to parents or refer them to other literacy providers in the county. Additional activities include: coordinating transportation and babysitting reimbursement, providing workshops for parents in maintaining/securing employment and in voter registration, teaching parents to read to their children, and developing support groups for adult learners.

Meetings between the HS and LV staff and directors are scheduled each month. The policies and responsibilities of the collaboration are documented (Statement of Understanding) and were determined during the early planning stages.

The directors of HS and of LV are in charge of administering the collaboration and of overseeing the Literacy coordinator.

SHARED RESOURCES/RESULTING BENEFITS

Shared resources include information, expertise, materials, facilities, and personnel. One part-time staff person is now employed. HS pays one-third and LV pays two-thirds of this person's salary. Neither HS nor LV charge clients a fees.

The primary benefits include enhancing literacy in the county (especially among HS parents), developing parent role models for students involved in the HS program, and enhancing staff ability to identify and serve adults who need literacy assistance.

BARRIERS AND KEYS TO SUCCESS

The most challenging barrier is overcoming the reluctance of adults to admit that they need help with literacy. The HS family worker often earns the trust of individual parents and can help illiterate parents to acknowledge the problem and to seek help. Meeting clients one-on-one (according to their schedule), and serving the individual needs of clients, really enhances the effectiveness of program. In addition, if transportation can be provided by the collaboration and babysitting services can be provided for parents who participate in the program, then parent attendance is significantly enhanced.

CONTACT PERSON

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18 – Help for Adolescent Mothers (HAM)

County: Wyoming
Year Begun: 1989

DESCRIPTORS

At-risk youth; adolescent pregnancy.

PARTNERS

Help for Adolescent Mothers (HAM), Letchworth Central School, Livingston-Steuben-Wyoming (L-S-W) Youth at-Risk, and the County Youth Bureau.

TARGET AUDIENCE

Grades 7 to 12; serves 8 to 10 pregnant/parenting teens annually; provides workshops for 60 students annually.

NEED

This collaboration was prompted when the rate of student pregnancies reached a new high relative to rates in comparable districts. Discussions about forming a collaborative arrangement began when the school guidance counselor approached the HAM program director about concerns for pregnant youth in the Letchworth Central School District. Because the school district did not have funds available for the program, L-S-W Youth at-Risk monies funded the program.

GOALS AND OUTCOMES

The goals are to improve the physical, social, educational and economic situations of pregnant teens, to assist young parents in becoming contributing members of their community, to prevent child abuse/neglect, and to help prevent initial and repeat pregnancies among young adolescents. The premise of the project is that with assistance and nurturing, teen parents can grow and learn to make good decisions regarding the care or adoption of their child. Outcomes are self-monitored by the agency and by the school district. Yearly progress reports, which are prepared by the HAM program director, are sent to the directors of the participating agencies.

ACTIVITIES/PROCEDURES

This collaboration provides workshops on decision making and pregnancy prevention in junior high and high school. The program refers pregnant adolescents or adolescent mothers to available services in the area. Those who drop out or stop out of school or GED programs are encouraged to complete their education. Classes and workshops focus on topics such as childbirth and infant care. Counseling, casework management, and referrals are provided. Classes are conducted at three sites located in the towns of Dansville and Geneseo, and at the Letchworth school. Over thirty volunteers assist in providing education and supportive services. The program staff makes outreach home visits to discuss HAM services, access to area resources, and options for further assistance. HAM also publishes a newsletter for teen parents.

The procedures and responsibilities are documented in a YAR-HAM contract. Additional responsibilities are negotiated when confronted.

The HAM program director supervises the caseworkers, oversees the financial responsibilities, and monitors the services offered. The HAM program board also monitors the program and directs the L-S-W Youth at-Risk coordinator. The program coordinator sets up classes and provides direct services as requested.

SHARED RESOURCES/RESULTING BENEFITS

Shared resources include funding and transportation for agency/school representatives and clients. There are no fees for parents or students. HAM is partially funded by the following organizations: United Way, New York State Division of Youth (through the Livingston and Steuben County Youth Bureaus), and the L-S-W BOCES Youth at-Risk and Community Partnership. HAM also receives funds from community and individual donations.

The primary benefit of this program is a reduction in the number of teen pregnancies, both initial and repeat. This saves the district, county, and state considerable expenses. The program also improves pregnant teens' and teen parents' self-esteem so that they are more likely to stay in school and graduate.

BARRIERS AND KEYS TO SUCCESS

The program continues to address the problem of achieving adequate support from district personnel, and funding.

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11

19 – HILLSIDE CHILDREN'S CENTER LSW DAY TREATMENT

Counties: Livingston, Steuben, Wyoming
Year Begun: 1988

DESCRIPTORS

Mental health; day treatment.

PARTNERS

Livingston-Steuben-Wyoming BOCES (L-S-W BOCES) and Hillside Children's Center.

TARGET AUDIENCE

Ages 6 to 19; serves 30 students annually.

NEED

A needs assessment, completed by the Livingston-Steuben-Wyoming BOCES (L-S-W BOCES), revealed that a number of emotionally handicapped students were being placed outside of the region due to the lack of services in the area. This collaboration sought to remedy this situation by establishing a day treatment center for these children in the area.

GOALS AND OUTCOMES

The goal of the program is to provide comprehensive mental health services to emotional disturbed students who require special education in closer proximity to their families' residences. The outcomes of the program are evaluated primarily by conducting discharge indicator studies, in addition to the regular evaluations completed by the New State Education Department and New York State Office of Mental Health.

ACTIVITIES/PROCEDURES

The collaboration is designed for children who are experiencing school-related and/or family problems significant enough to disrupt their education. Hillside's program provides special education programming, a structured environment, support, and intensive individual and family therapy. The children live with their biological families or in foster or group homes while attending this program. The students study a number of core subjects (English, history, mathematics, science) while receiving individual and/or group therapy and family therapy. Classrooms are limited to small groups of students, who are supervised by a special education teacher and a teacher's aide. A crisis intervention specialist assists children when they have trouble functioning in the classroom. The Day Treatment staff also links families to a variety of community resources such as mental health services, recreation programs, Medicaid, and Big Brother/Big Sister.

There is regular communication between the L-S-W BOCES and Hillside. Weekly meetings are scheduled with the L-S-W administration and the Hillside Day Treatment Center administrator. There are also weekly meetings of the L-S-W BOCES staff and the Hillside staff. Treatment conferences are held regularly to allow clinical and educational staff to meet with the child and family to review and refine goals. In addition to regularly scheduled appointments, social workers are also available to help families in crisis.

Responsibilities and the procedures/policies for the program were determined prior to beginning operation, and they are documented in the application which was approved by the Office of Mental Health when the program was established.

SHARED RESOURCES/RESULTING BENEFITS

The educational staff is provided by the L-S-W BOCES, and the clinical staff is provided by Hillside. BOCES provides the office space for all staff. Funding is through BOCES tuition and through Medicaid (via Livingston County's certification with the Office of Mental Health).

The collaboration provides better services to children with emotional problems and their families. It gives families the opportunity to become more involved with their child and their child's educational needs. It allows schools and agencies to capitalize on each other's strengths. It reduces the number of cases where clients have to be moved to a high level of care.

BARRIERS AND KEYS TO SUCCESS

The most significant problems are understanding each other's roles (agency and schools), and fulfilling the requirements and regulations of each collaborator. These concerns are generally handled through ongoing staff training, communication (weekly interdisciplinary meetings), and team building. Careful planning, through education of all staff, and a shared philosophy contribute significantly to the success of the program.

CONTACT PERSONS

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20 – Hornell Area Concern for Youth, Inc.

County: Steuben
Year Begun: 1975

DESCRIPTORS

At-risk youth; substance abuse; prevention.

PARTNERS

Hornell, Canisteo, Arkport, Jasper-Troupsburg, Greenwood, and Wayland Central School Districts and Hornell Area Concern for Youth, Inc.

TARGET AUDIENCE

Ages 5 to 18; serves 5,500 youth in ten programs.

NEED

The collaboration was prompted by the need to provide cost beneficial, affordable services and programs to students. The partners also saw the need to reduce duplication of services and programs.

GOALS AND OUTCOMES

The goal of the program(s) is to resolve and/or limit student problems which arise from substance abuse and dysfunctional families. Outcomes are considered in terms of the number of students the program(s) serves and the degree of positive behavioral change observed among program participants.

ACTIVITIES/PROCEDURES

The Hornell Area Concern for Youth collaboration focuses on providing ten different programs/activities for students in the given school districts: the Truancy Program, the Recreation Youth Center, Counseling Youth Parents, STOP-DWI education, prevention education, the Youth Award Dinner, peer leadership programs, community education programs, Awareness Days, and Toughlove. Meetings among school representatives are held every month to plan, coordinate, and assess the programs and activities. The responsibilities for the services provided are documented in a joint contract between the schools and the agency(ies).

SHARED RESOURCES/RESULTING BENEFITS

Shared resources include facilities, offices, materials, and personnel. The key benefits include more cost effective programs, and greater awareness of services among students and their families.

BARRIERS AND KEYS TO SUCCESS

The main problem is securing adequate office space for counselors in the school buildings. To model this type of collaboration, try to ensure that communication is open, and that a comprehensive plan is documented.

CONTACT PERSON

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21 – HORIZONS ADOLESCENT DAY TREATMENT PROGRAM

Counties: Washington, Warren, Saratoga
Year Begun: 1986

DESCRIPTORS

Day treatment; mental health.

PARTNERS

Washington-Warren-Hamilton-Essex BOCES, Saratoga-Warren BOCES, and the Capital District Psychiatric Center (CDPC), and Child and Adolescent Services (CAS).

TARGET AUDIENCE

Ages 12 to 18; serves 18 annually (maximum).

NEED

This collaboration was prompted because of the need for psychiatrically-oriented educational treatment for adolescents as an alternative to hospitalization or institutionalization. The program attempts to ease problems that arise for families caring for mentally challenged adolescents. The collaboration was initiated by the Capital District Psychiatric Center (CDPC) and Child and Adolescent Services (CAS). They contacted the county mental health directors who, in turn, contacted their respective BOCES special education administrators. Planning meetings occurred for one and a half years prior to program operation. Grants and special funding were *not* part of the program.

GOALS AND OUTCOMES

Horizons' goal is to provide quality day treatment services to adolescents and their families, in collaboration with home school districts, Committees on Special Education (CSEs), and county mental health service providers. The program seeks ultimately to return the adolescents to more "normalized" educational, social, and recreational environments. Pupil records and programs are carefully monitored by a school CSE and by CDPC. Each pupil has CDPC "outpatient status."

ACTIVITIES/PROCEDURES

Horizons provides a blend of clinical interventions and special education to adolescents with handicapping conditions who need intensive mental health services. A "therapeutic" environment is provided within a school-based special education setting. This day treatment program makes it possible to keep adolescents with their families while providing a coordinated/integrated delivery of intensive educational and mental health services. The program provides education, assessment, treatment planning, medication, crisis services, social, task, and skill training. It has three classrooms (maximum six students) each staffed by one special education teacher, one teacher's assistant, and one mental health staff member. There are also two full-time mental health professionals and a part-time consulting psychiatrist on-site. BOCES provides the educational staff and CDPC provides the clinical staff.

Initially, all parties met monthly, then every other month, and now they meet annually or as needed. Policies and responsibilities were determined during the program development phase, and many are educational law requirements and/or Office of Mental Health hygiene requirements.

Administration is provided by CDPC, CAS and BOCES. Management, supervision, and coordination of the program is provided by the CDPC clinical director and the BOCES special education principal. Day to day management, staff, and program coordination is provided by the clinical director.

SHARED RESOURCES/RESULTING BENEFITS

BOCES provides three certified special education teachers, three teaching assistants, a secretary, facilities, equipment, and funds for special activities such as field trips. CDPC provides a clinical coordinator, a psychiatric nurse, a psychiatric social worker, a mental health therapy aide, and a part-time psychiatrist (0.3). Payment for the program is based on the BOCES tuition rate for component school districts. Mental health services are reimbursed through billing based on Medicaid outpatient rates.

The primary benefit is that students do not have to be hospitalized or institutionalized and more likely can be reintegrated into the public school system, with transitional support. This transition is enhanced because the day treatment center is located adjacent to the junior/senior high school building. There is general, though unverified, feeling among the collaborators that significant cost savings occur because these students do not need to be hospitalized or institutionalized.

BARRIERS AND KEYS TO SUCCESS

Problems include scheduling and establishing staff hours, determining staff salaries, and meeting different contractual requirements and regulations.

The keys to this program are open communication, willingness to compromise details but not principles, and willingness to modify the staff to find a combination of personnel that works. The clinical director, it should be noted, is in a pivotal position. Those interested in modeling this collaboration are advised to plan extensively and carefully, be persistent, and develop the program to achieve the closest possible integration with the school.

CONTACT PERSONS

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22 – IT'S YOUR MOVE–NUTRITION FOR TEENS

County: Wyoming
Year Begun: 1992

DESCRIPTORS

Nutrition; education.

PARTNERS

Wyoming County Cooperative Extension and Warsaw High School.

TARGET AUDIENCE

Junior high school girls; serves approximately 13 students annually.

NEED

The collaboration was prompted when the Wyoming County Extension contacted the Warsaw Central School District, informed the district of the program, and offered services. The first meeting included the high school principal, the school nurse, and the home/school coordinator. The home economics teacher and the health teacher were also consulted at this time. The second meeting was with the pupil services team which included two school principals, two school counselors, a school psychologist, the CSE chairperson, and the home/school coordinator. Prior to the implementation of this program, there was not a class or program offered in junior high that addressed health or nutrition in this district.

GOALS AND OUTCOMES

The goal of the program is to educate overweight girls in junior high with proper diet and exercise information in an effort to reduce weight and improve overall health. The outcomes of the collaboration are evaluated by surveying students who participate in the program and by reviewing students' written journals which monitor daily nutritional habits and changes in nutritional habits.

ACTIVITIES/PROCEDURES

The activities center around providing nutrition education, informing students about food preparation, consumption, and food purchasing, and encouraging students to participate in planned aerobic exercise activities. Plans for the coming school year include getting the health, physical education, and home economics teachers more actively involved in the planning stages, the student selection process, and/or the program implementation. Currently, all of the activities are after regular school hours and student participation is voluntarily. However, the directors of this collaboration would like to incorporate the activities into actual courses during regular school hours.

There are no regularly scheduled meetings, however, the collaborating agencies meet as needed and phone contact is frequent. There are no formal, written policies or procedures. Informally, the responsibilities of the collaborative arrangement are as follows: the County Cooperative Extension prepares and provides the nutritional education and the district prepares and maintains the aerobic fitness program.

SHARED RESOURCES/RESULTING BENEFITS

Shared resources have not been worked out in detail. However, at this point, the Cooperative Extension would provide personnel to design the programs, and the school district would provide personnel and facilities to conduct the programs. Specific fee structures do not seem applicable to this collaboration.

BARRIERS AND KEYS TO SUCCESS

One of the main problems encountered so far has been the lack of interest and participation of students in the program. Much of this has been attributed to the scheduling of the program activities (after school). This concern is being remedied by offering a program in the winter season, when students are more likely to attend. In addition, the program may be given during home economic classes during regular school hours.

Advice to others who are interested in modeling this collaboration includes: maintain on-going communication with the collaborating agency, plan carefully, and contact students prior to implementation to establish student involvement and interest in the program. Any program of this type needs persistent leaders who are sensitive and diplomatic, but also assertive and committed.

CONTACT PERSON(S)

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23 – JOINT NON-CREDIT VOCATIONAL TRAINING

County: Ontario
Year Begun:

DESCRIPTORS

Vocational education; school college partnerships.

PARTNERS

Finger Lakes Community College (FLCC) and Wayne-Finger Lakes (W-FL) BOCES Vocational Centers at Flint and Williamson.

TARGET AUDIENCE

Ages 16 and over (out of school).

NEED

Finger Lakes Community College (FLCC) and the Wayne-Finger Lakes (W-FL) BOCES saw an opportunity to better meet the vocational education needs of their constituents by pooling their resources and offerings. The potential to cut costs and eliminate program duplication drew participants to collaborate.

GOALS AND OUTCOMES

The goal of the program is to provide adults with more comprehensive vocational training and retraining opportunities more effectively and at a lower cost. Outcomes are measured by tracking the number of credit hours taken, the number of students enrolled, and the percentage of students successfully employed. The collaboration also reviews the fiscal savings to both agencies.

ACTIVITIES/PROCEDURES

The FLCC offers vocational training by cosponsoring programs with the W-FL BOCES Vocational Centers at Flint and Williamson. The college issues certificates upon successful completion of a course, and students are awarded Continuing Education Units (CEUs). Students do not receive high school or college credit for any BOCES course. Hands-on experience is the primary instructional approach. Classes are open to any out-of-school adult over sixteen years of age. In-school students (16 or over) must have school permission to attend. A high school diploma is not required for registration. The FLCC/BOCES Adult Education courses are approved by the State University of New York and by the NYS Department of Labor for apprenticeship training. Students register for courses and pay tuition for each class. Classes offered include: small engine repair, carpentry, bookkeeping, landscape design, welding, and food service management. One of the cosponsored programs provides transportation to and from school, child care services, case management, vocational education, career counseling, job placement, and child/family programs (medical services, mental health services, parenting education, and literacy programs, etc.).

A written contract outlines the responsibilities for each agency and for the program coordinator. The directors of both agencies meet three or four times a year and the program coordinator, who is the liaison person with both agencies, meets weekly with the staff of each agency.

SHARED RESOURCES/RESULTING BENEFITS

Both agencies share funding, personnel (instructors), materials, facilities (classrooms), advertising costs, and equipment.

The key benefits of this collaboration include: reduced cost, reduced duplication, and better and more comprehensive services.

BARRIERS AND KEYS TO SUCCESS

Poor program facilitation and limited planning time sometimes hinder collaboration efforts. It has been difficult to get the school districts to "buy into" supporting transportation services. Child care is the greatest financial barrier with limited funding. Problems are confronted through on-going communication and negotiation among all parties.

CONTACT PERSONS

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24 – Kingston City Schools' Education for Gainful Employment (EDGE)

County: Ulster
Year Begun: 1991

DESCRIPTORS

Vocational education.

PARTNERS

Kingston City Schools, State Education Department (SED), Department of Social Services (DSS), and various employment, counseling, and educational agencies.

TARGET AUDIENCE

Adults with families in the Kingston area; serves 50 students annually.

NEED

This collaboration was prompted by the need to provide training and education to parents to enhance their employability and, consequently, their ability to provide for their families. The collaboration began through a Department of Social Services-State Education Department (DSS-SED) Partnership Grant.

GOALS AND OUTCOMES

The overall goal of the program is to provide the support services necessary so that parents can find employment and meet the economic demands of a family. The outcomes are evaluated on an individual basis. Weekly progress reports are documented for each student in the program.

ACTIVITIES/PROCEDURES

EDGE provides Adult Basic Education (ABE) in reading, writing, mathematics, social studies, and science, in addition to GED instruction. Additional services include group counseling, field trips, health and parenting education, home visits, and student-run classes. Participating students are provided with child care services during classes (daily from 9:00 am to 2:30 pm). Each segment of the EDGE program runs eight weeks, providing 160 hours of instruction. Students are given the opportunity to determine goals and specific short-term objectives that they plan to accomplish during the eight-week segment. These may be as simple as learning to write a complete sentence or as ambitious as passing the GED exam. When students complete the program, they have a number of options. If they are ready to take the GED examination, they may move to other programs for vocational instruction and career counseling. If students are not GED-ready, they may be invited to return to Kingston for another segment.

There are no regular meetings between the collaborators, although phone conversations and memos are frequent. The curriculum facilitator for adult education (Kingston City Schools) is responsible for carrying out the terms of the grant. The guidance counselor/case manager for the program manages the staff, purchases materials, makes plans, and handles difficulties.

SHARED RESOURCES/RESULTING BENEFITS

Resources are provided as follows: DSS pays for child care, food, and transportation and the Adult Education program provides instruction. The guidance counselor/case manager's salary is partially covered by grant funds.

BARRIERS AND KEYS TO SUCCESS

The keys to success for this collaboration are flexibility, student-centeredness, and a love of process.

CONTACT PERSON(S)

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25 – NORTH STAR CHILDREN'S DAY TREATMENT PROGRAM

County: Franklin
Year Begun: 1988

DESCRIPTORS

Mental health; special education; day treatment; families.

PARTNERS

Franklin-Essex-Hamilton BOCES (F-E-H BOCES), North Star Industries, and the Office of Mental Health (OMH) in Malone, NY.

TARGET AUDIENCE

Ages 5 to 18 at-risk or with mental illness; serves 25 students.

NEED

The partners recognized the need for a local mental health program which treats children in the least restrictive educational environment while ensuring that all mandated services are provided. The Community Services director was instrumental in all phases of creating the Children's Day Treatment Program. This included bringing together administrators of the collaborating agencies, managing the regulatory process, and submitting initial program proposals to New York State regulatory agencies.

GOALS AND OUTCOMES

The goal of the program is to provide students with special emotional, behavioral and educational needs with both education and treatment services in the same classroom. The board of directors of North Star, the Franklin-Essex-Hamilton (F-E-H) BOCES, the F-E-H Board of Education, the Office of Mental Health (OMH), the New York State Department of Education, and the Community Services Board review the program annually.

ACTIVITIES AND PROCEDURES

North Star Industries and the F-E-H BOCES pool their resources to create the North Star Children's Day Treatment Center. This day treatment program is a highly structured, intensive, nonresidential program that offers a blend of clinical intervention and special education to children and adolescents, as well as clinical support to their families. The educational staff, day treatment staff, and administrators of each program communicate on a daily basis.

There is shared administration between the F-E-H BOCES (principal for Special Programs) and North Star Industries (director of North Star Children's Day Treatment Program). Administrative review is conducted by the Community Services Board and the St. Lawrence Psychiatric Center.

SHARED RESOURCES/RESULTING BENEFITS

Teachers and mental health professionals work using a team approach in a shared setting. Office space, telephone, and copying are in-kind services provided by the district. Districts (agencies) interested in developing a similar collaboration should be prepared to share personnel, facilities, in-kind services, and philosophy. The only fees are those received from Medicaid billing for Medicaid eligible children.

Benefits for collaborators include: reducing duplication of materials and services, developing a sense of shared responsibility for children and their families, and increasing the level of service to children and families. The collaboration continues to be funded, and there have been improvements in the functioning of children and families. Some children have been returned to regular education programs in the collaborating districts.

BARRIERS AND KEYS TO SUCCESS

The most challenging problems are caused by the conflicting regulations of the State Education Department and the State OMH (e.g., the necessity of placing non-day treatment children in a classroom with day treatment children). These concerns continue to be addressed by communication and collaboration among the agency, the schools, the State Education Department, and OMH.

The keys to success for this collaboration include the cooperation of all the agencies involved and the willingness of participants and leaders to compromise (put aside "turf" issues) and work in the best interest of the community.

CONTACT PERSONS

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26 – PEER MEDIATION TRAINING

Counties: Monroe, Yates, Ontario, Seneca, Livingston, Wayne
Year Begun: Mid-1980s

DESCRIPTORS

Mediation; conflict resolution.

PARTNERS

The Center for Dispute Settlement, Rochester, Greece, Brighton, Irondequoit, West Irondequoit, Gates, Keshequa, and Henrietta Central School Districts, as well as districts in the counties mentioned above.

TARGET AUDIENCE

Grades 6 to 12; serves 2,100 annually.

NEED

Collaborators recognized the need to empower students (and staff) to resolve their own conflicts and to reduce the suspension/expulsion rates of students.

GOALS AND OUTCOMES

The goals of the program are to empower students with conflict resolution, mediation, and decision making skills. Outcomes are assessed on a case-by-case basis. All participants evaluate the training and debrief after mediations.

ACTIVITIES/PROCEDURES

Most of the activities center around developing peer mediation panels in the schools to resolve disputes on a regular basis. The essence of the program focuses on helping youths participate and resolve their own conflicts without the direct aid of teachers, administrators, parents, or others. The program encourages communication and understanding as the primary means to resolve disputes. The Center for Dispute Settlement has conducted training in six counties and over twenty schools.

Regular meetings consist of pre-training sessions which are held with school personnel and the students who are interested in participating in the program; post-training evaluation sessions are also held. Program policies and responsibilities are negotiated with each school district during the pre-training sessions. Policies are documented and then monitored through evaluations and post-training sessions.

SHARED RESOURCES/RESULTING BENEFITS

Arrangements with each school district are unique, thus, the resources shared within the district and among the collaborators vary.

The benefits consist of reducing the number of students who are suspended from school, providing a means for students to handle their own problems and confrontations, and increasing awareness among students that there are alternatives to handling disputes.

BARRIERS AND KEYS TO SUCCESS

A fee is charged for program services. In some cases, 50% of the fee is paid by the State Education Department and 50% is paid by the school district. The program has also received a couple of foundation grants.

Some of the barriers this program is confronted with include: securing funding, scheduling training sessions at the schools, and gaining initial acceptance of peer mediation and its benefits. Many of these barriers are overcome by on-going communication with the schools and by inviting teachers and administrators to observe training and review sessions at other school districts.

Those interested in creating a similar collaboration are advised to get input from a variety of individuals before engaging in the project and to establish a strong support network.

CONTACT PERSON(S)

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27 – PINS YOUTH AT-RISK COUNSELORS

County: St. Lawrence
Year Begun: 1987

DESCRIPTORS

At-risk youth; prevention; intervention; education.

PARTNERS

St. Lawrence-Lewis BOCES, St. Lawrence County Probation Department, New York State Department of Social Services, Office of Mental Health, and the Youth Bureau.

TARGET AUDIENCE

Ages 10 to 13; serves 50 to 150 students annually.

NEED

This collaboration was prompted by the need for early identification of children at-risk to reduce the number of PINS (Persons in Need of Supervision) referrals in the future. This collaboration began in 1987 with funding provided by a PINS Diversion Grant.

GOALS AND OUTCOMES

The program provides case management services to at-risk students and their families to help reduce the number of students who will later receive PINS referrals when they turn age fifteen. The outcomes of the program are monitored and evaluated by PINS Adjustment Services and the State Interagency Team. There are also quarterly reports that are prepared for the director of probation.

ACTIVITIES/PROCEDURES

The collaboration provides short-term counseling, case management services, referrals to community agencies, follow-up services, and home-liaison programs for children and their parents. Currently, two counselors are employed through BOCES.

They work in ten to twelve school districts and provide services to at-risk students aged ten to thirteen.

Regular meetings are scheduled. The Youth at-Risk committee meets monthly (the two counselors attend) and the PINS planning team meets quarterly (school administrators and agency directors attend). The procedures and responsibilities are formally outlined in the PINS Adjustment Service Plan, in specific interagency agreements, and in contracts between the St. Lawrence-Lewis BOCES and participating agencies. These responsibilities were largely determined by the PINS Planning Team and are now monitored by the State Interagency Team.

SHARED RESOURCES/RESULTING BENEFITS

A four-year PINS grant provides support at 75% in year one, dropping to 50% in year four. Districts will increase support during these four years from 25% to 50%. Districts provide office space for counselors, telephones, and clerical staff. BOCES provides supervision. The local share of the budget is divided among participating school districts and billed through BOCES. BOCES facilitates local contributions of funds.

The benefits include the following: students and families receive direct services and referral to other agencies, schools have hired home–school counselors to continue efforts, and schools and county agencies have improved coordination. Schools now provide better preventive services at a lower cost. The rate of PINS diversion is up, and the rate of court referrals is now minimal.

BARRIERS AND KEYS TO SUCCESS

Suggestions for modeling this type of collaboration include establishing good communication, using an interagency planning team, taking time to identify gaps in services and to determine how to pool resources in the most effective way, and making sure the collaboration takes advantage of any funding opportunities available.

CONTACT PERSONS

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28 – PRESCHOOL DRUG/ALCOHOL PREVENTION PROGRAM

County: Sullivan
Year Begun: 1990

DESCRIPTORS

Preschool; substance abuse; prevention.

PARTNERS

Community Action Commission to Help the Economy (CACHE), Liberty Central School, Child Development Center at Sullivan County Community College, Sullivan County Head Start, and three private nursery schools.

TARGET AUDIENCE

Ages 3 to 5; serves 239 children.

NEED

The partners saw a need for drug/alcohol prevention education at the earliest possible age, and they determined that a collaborative arrangement among several agencies and the school would be the most effective approach to provide this type of program. The program was initiated by the Community Action Commission to Help the Economy (CACHE) executive director. He contacted several interested parties and arranged for the first meeting. The collaboration began in an effort to apply for a grant to fund the program and continue its development.

CACHE's Preschool Drug/Alcohol Prevention Program is now funded by a Division of Substance Abuse grant.

GOALS AND OUTCOMES

The goal of the program is to increase substance abuse awareness and prevention among children at the earliest possible age. The outcomes of the program are self-monitored by the collaboration itself and are also monitored by the NYS Division of Substance Abuse Services and the Sullivan County Division of Community Services.

ACTIVITIES/PROCEDURES

Activities center around providing substance abuse education for children, their teachers, and their parents using CACHE materials and resources. The program disseminates a teacher-guided classroom curriculum developed by CACHE, and coordinates regular visits by CACHE educators and consultants who reinforce the teacher-guided curriculum, conduct parent education sessions, and train teachers to integrate preventive education into their regular classroom activities.

There are no regular meetings among the participants, but there are biweekly site visits by agency representatives, and frequent telephone conversations among the teachers and agency representatives. The policies and responsibilities of each collaborator were determined by CACHE. CACHE received the grant that funded the project. The program coordinator oversees all administrative activity.

SHARED RESOURCES/RESULTING BENEFITS

Collaboration in this program is open to any interested parties in Sullivan County. Grant money is used to operate the program, and there is no fee charged. Funds are primarily used for materials and performers.

The benefits include: increasing awareness of drug/alcohol issues among preschool children, improving access to materials and methods for preventive programs in preschool classes, and providing many of these materials and performances at no additional cost to the teachers or nurseries they represent.

BARRIERS AND KEYS TO SUCCESS

Representatives of the collaboration recommend keeping the lines of communication open among all participants, keeping report forms simple and only using them when absolutely necessary, and employing tact and diplomacy when problems arise.

CONTACT PERSON

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29 – PRESCHOOL HANDICAPPED TRANSPORTATION

County: Allegany
Year Begun: 1992

DESCRIPTORS

School transportation; preschool.

PARTNERS

Twelve school districts in the Cattaraugus-Allegany BOCES.

TARGET AUDIENCE

Ages 3 to 5; serves 68 children.

NEED

This collaborative arrangement was developed because Allegany County was paying excessive transportation costs through a private carrier. Consequently, the county began to explore ways in which it could pool district efforts to reduce transportation expenses. The collaboration was initiated by a member of the Allegany County Legislature. BOCES arranged a meeting to begin discussions with the schools and the county.

GOALS AND OUTCOMES

The goal of the program is to provide a reliable transportation program for three- and four-year-olds to the BOCES preschool program in Belmont, NY at a reduced cost to the county. No formal evaluation process is used. However, the arrangement is evaluated through periodic meetings with the schools and county officials. Problems (when they exist) are discussed at these meetings, and BOCES helps facilitate a solution if the county and the school cannot resolve the problem. Parent responses are also used.

ACTIVITIES/PROCEDURES

The principal activity is to provide transportation for preschool handicapped children from their place of residence to the BOCES preschool program. The collaboration works to identify the children in need and makes the appropriate arrangements to reduce the cost of transportation, while maintaining and/or improving the quality of the service.

During the planning stages of this collaboration, regular meetings were held. Currently, the participants meet only as needed. Communication is maintained between the schools and the County Health Department. Occasionally, the county asks BOCES for help or input. At first, BOCES took the lead in bringing the groups together, but now BOCES is slowly taking a smaller role in the process.

The procedures and responsibilities of the collaboration are documented in a legal contract. These procedures and responsibilities were determined at numerous meetings of county officials and school district administrators.

Each school district in Allegany County works directly with the Allegany County Department of Health and the county coordinator. The Wellsville Central Transportation supervisor works closely with the county coordinator to work out problems. The BOCES district superintendent troubleshoots additional problems that each party may encounter.

SHARED RESOURCES/RESULTING BENEFITS

The districts share personnel and transportation resources with the collaboration by providing a transportation supervisor to assist in coordinating the program and by allowing preschool children to be transported on buses which already run to the center. The county reimburses the school districts for any costs which they incur in sharing these resources.

Benefits to the county include limiting operational problems and reducing county costs. Benefits to the schools are less tangible, although the public relations of working with the county to save taxpayer dollars is extremely well received.

BARRIERS AND KEYS TO SUCCESS

Several problems had to be confronted, especially during the planning stages of this collaboration. At first, parents were not receptive to the change. There were concerns about insurance. Reimbursement formulas had to be determined. Private carriers did not want to lose business. Legal problems arose. Finally, board of education support had to be obtained from thirteen districts. These problems were dealt with through effective communication, patience, persistence, and through assistance from the office of New York State Senator Jess J. Present.

Suggestions for those who are interested in modeling this collaboration include: 1) involve parents throughout the planning stages, 2) be patient (it took this group several meetings over a fourteen month period before the program was implemented), and 3) make sure the support of the school superintendents is secured. Leaders are advised to negotiate and to find the common ground when solving problems. The leader needs to represent the schools but be trusted by all parties.

CONTACT PERSONS

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30 – Preventive Handicapped Children's Program

County: Sullivan
Year Begun: 1991–92 school year

DESCRIPTORS

At-risk youth; families; developmental disabilities; foster care.

PARTNERS

Sullivan County BOCES and Sullivan County Department of Social Services (DSS).

TARGET AUDIENCE

All ages up to 21; serves 10 to 25 youth per month.

NEED

This collaboration was prompted because a high percentage of children with handicapping conditions were not receiving needed services, nor were their families or foster care-givers. In addition, there was inadequate communication, coordination, and cooperation between the Department of Social Services (DSS) and the schools. The collaboration was initiated by the Community Partnership coordinator at BOCES through a Youth at-Risk Community Partnership Grant. The first step was forming a Sullivan County Planning Council made up of department heads from agencies and school district superintendents. An agreement was established regarding the sharing of information and was approved by the Board of Supervisors.

GOALS AND OUTCOMES

The collaboration seeks to enhance intervention, case management, and referral services for children with handicapping conditions and their families. The schools now have a contact person to help coordinate services for children with handicapping conditions and their families. The collaboration is evaluated by the Youth at-Risk (YAR) Community Partnership Program coordinator.

ACTIVITIES/PROCEDURES

A program caseworker accompanies parents to meetings with the Committee on Special Education (CSE), the Committee on Preschool Special Education (CPSE), Consolidated Family Services, and designated assessment services – Persons in Need of Supervision (PINS). The program also provides transportation for the family if necessary. Each caseworker insures that the DSS is represented at meetings regarding foster care, receives preventive referrals by phone from schools and other agencies, and serves as an advocate for handicapped children and their families.

There are no formal meetings among the collaborators. However, informal telephone communication is freely used. Monthly reports are submitted to the YAR coordinator. There are no formal written policies or procedures governing the collaboration. Responsibilities were informally determined at a meeting of all school district CSE chairpersons at the beginning of the collaboration.

SHARED RESOURCES/RESULTING BENEFITS

The YAR Community Partnership pays $12,000 of each preventive services senior caseworker's salary. The DSS covers the balance of caseworker costs including salary, expenses, office space, and supervision. As the program develops, schools will provide temporary office space if needed.

The benefits of the program include: improved quality of life, better education and services for handicapped children and their families, improved communication between DSS and the schools, reduced numbers of hotline calls, and reduced numbers of out of home placements.

BARRIERS AND KEYS TO SUCCESS

The main problem is conflicting regulations. One of the main focuses of this program is to make sure a DSS caseworker is present at all CSEs and CPSEs for foster children so that approval of placement papers can be monitored and the best interest of the children can be served. At an early meeting, when the program was described to the CSE chairpersons, the regional associate from the Department of Education explained that DSS can not act as a child's parent for CSE purposes, despite past practices of Sullivan and surrounding counties. There is really no way of dealing with these problems directly, so collaboration tries to remain flexible and deal with problems as they occur.

Probably the most important aspect of this collaboration is that the DSS tries to help schools deal with conflicting regulations. For example, the DSS compiles a list of names and addresses of natural parents of foster children to make the necessary information readily available to CSE chairpersons and foster care caseworkers. And, in spite of "regulations," a caseworker still attends meetings as an advocate for children's interests. To bridge the gap between agency and schools there needs to be a mutual respect for positions and goals. Furthermore, there need to be dedicated, flexible key players who are willing to stay with the program long enough to make it work. The people involved should be proactive, aggressive, supportive, and flexible.

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31 – PLUS (Positive Life Use Skills)

County: Steuben
Year Begun: 1987

DESCRIPTORS

Child self-esteem; adolescent pregnancy; dropouts; substance abuse; families.

PARTNERS

Addison Central Schools and the Family Service Society.

TARGET AUDIENCE

Grades K to 8; serves 1,155 students annually.

NEED

This collaboration saw a need to prevent drug and alcohol abuse, teenage pregnancy, early attrition, and student behavior problems by designing programs and classroom presentations that are developed to enrich the self-esteem of students. School personnel heard about a similar program in another district, and a group was formed to discuss the possibility of creating a program at Addison. The initial group included the school psychologist, school social workers, the agency youth services coordinator, and preventive educator. The first steps included developing a needs assessment (based on input from students, faculty, and administrators) and a pilot program developed for two grade levels. The pilot program began with Community Youth at-Risk funding.

GOALS AND OUTCOMES

The goals of the program include decreasing the number of teenage pregnancies, reducing the attrition rate, and limiting the abuse of drugs and alcohol. In addition, the collaboration seeks to improve student self-esteem, self-control, decision making and coping skills. Outcomes are evaluated by having teachers and students complete surveys after each session and/or program. The program also solicits evaluations from the parents or guardians of the students who participate. Finally, program evaluation occurs during scheduled meetings of agency and school personnel.

ACTIVITIES/PROCEDURES

The activities of the program focus both on in-class presentations and out-of-class programs. Kindergarten and primary option classes have five thirty-minute sessions a week, grades two through six have ten 45-minute sessions a week, and grades seven and eight have ten sixty-minute sessions a week. There are also family workshops which include five half-day sessions scheduled on Saturdays throughout the school year. There is also a full-day workshop on Sixth Grade Transition Day. Sample lesson topics include: "Being a friend" (grade one), "Realizing your uniqueness" (grades two and three), "Goal setting" (grade four), "Handling anger" (grade five), and "Understanding alcohol and drug abuse" (grade six). The program now includes kindergarten through grade eight and both primary and intermediate special education classes.

The collaborating parties meet monthly to discuss progress, plan forthcoming events, and review possible improvements. A school social worker is an on-site consultant for the agency and school staff, this individual also is the recipient of referrals. Each teacher follows up with activities after the sessions. A coordinator, provided by Family Service Society (FSS), schedules and supervises all activities, oversees the staff, and designs the curriculum along with teachers and other school personnel. Other staff provide direct service to the students.

SHARED RESOURCES/RESULTING BENEFITS

Personnel, materials, and funding are provided by the agency, and facilities and transportation are provided by the school. A per hour session rate is negotiated for the regularly scheduled groups. Services for additional workshops are contracted on a per-hour basis.

The program creates better communication between children and their families, greater awareness of the choices children have to make, and greater self-esteem among children. Students benefit by learning a useful decision making model and by having their family values, as well as concepts, reinforced.

BARRIERS AND KEYS TO SUCCESS

The collaboration has addressed scheduling, curriculum, and communication problems through compromise, flexibility, and reinforcement of the necessity of cooperation and effective communication.

One key to the success of this program has been seeking out and carefully evaluating feedback from students, faculty, parents, and administrators. This feedback fuels positive change and has helped the program expand from serving two grade levels to serving nine grade levels. Effective leaders must remain flexible, communicate regularly with the teachers, focus on the goals of the program, and consistently assess the needs of the target population.

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32 – Project SALT

County: Onondaga
Year Begun: 1989

DESCRIPTORS

At-risk youth; suicide prevention; conflict resolution; mediation.

PARTNERS

Onondaga-Cortland-Madison (OCM) BOCES, CONTACT, Inc.*, and New Justice**.

TARGET AUDIENCE

Grades K to 12, staff, parents; serves 1,500 students annually.

NEED

The collaboration was prompted by the growing number of serious problems related to suicide, depression, and conflict. Both staff and students needed training. Parents were also targeted to receive help. It was felt that the schools alone could not provide the services. Onondaga-Cortland-Madison (OCM) BOCES submitted a proposal to the New York State Education Department requesting Youth at-Risk funds for the establishing of Project SALT.

GOALS AND OUTCOMES

The goals of the program are threefold: 1) educate students and parents in suicide prevention (specifically, teach warning signs, intervention strategies, and use of community resources); 2) educate teachers, counselors, and administrators in the specifics of suicide prevention, and provide a framework for the development of a "crisis team" for each school; and 3) lower the risk of dropouts by providing conflict resolution services so that students, faculty, and parents can respond positively and productively to conflict situations. The outcomes of the collaboration process are presently not formally assessed, although general statistics are kept.

ACTIVITIES/PROCEDURES

Activities revolve around two main programs: Conflict Resolution Skill Training and Mediation Skill Training. Both of these programs use intense, small group activity through which students, teachers, and parents develop usable skills in conflict resolution and mediation. Schools have also developed functioning student support teams and education for suicide prevention based on CONTACT, Inc.* training and guidance.

The Youth Bureau convenes and chairs SALT's advisory council. Last year, in anticipation of the end of funding, the SALT Council was revamped and joined with the Syracuse City School District, forming a more active board. Meetings are held monthly throughout the school year and include members from the agency, school, and parent representatives. The coordinator of Youth at-Risk programs prepares reports and manages the financial responsibilities for the grant-in-kind services.

SHARED RESOURCES/RESULTING BENEFITS

The Youth at-Risk program, Project SALT, is a union of two agencies and schools in the Syracuse area. It is basically a financial arrangement which increases the level of service that each agency can provide to the schools. The agencies had programs in the school setting prior to the acquisition of the

Youth at-Risk funds. These funds enable New Justice, Inc. to develop and pilot two new programs: Conflict Resolution Skill Training and Mediation Skill Training. All funds from the Youth at-Risk Grant are spent on programs for the schools. Ideas, facilities, time, expertise, and assistance are shared among the participants. Each agency contacts schools and does its own booking for training and follow-up. Each agency submits to BOCES short reports of training dates, and numbers served, and vouchers requesting reimbursement for training costs. BOCES then issues a check to each agency. There is no cost to the school for the training. At the present time, SALT receives approximately $50,000 a year. All of the money (with the exception of indirect costs to BOCES) goes to two agencies to provide services directly to the schools.

Benefits include: developing twenty-three student support teams in Onondaga County, increasing awareness of suicide, depression, and conflict, and establishing good relationships among the training agencies and schools in which they have worked.

BARRIERS AND KEYS TO SUCCESS

Problems and barriers initially developed around determining the roles of each group and its director. Frequent communication among the parties involved remedied the problem.

The productive relationship among the service providers in this county is unique. It is largely due to the vision and leadership of the Onondaga County Department of Mental Health and the competence, communication, and dedication of the program directors. The effective leader for this type of collaboration needs three basic skills: 1) the ability to see the connections between the needs of the schools and the community-based opportunities to meet them; 2) the ability to communicate effectively, formally as well as informally; and 3) the ability to provide immediate follow-up.

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* CONTACT, INC. is a not-for-profit organization that offers a hotline which is open 24 hours to assist people in crisis who may be considering suicide or who need to talk to someone.

** New Justice, Inc. is a not-for-profit agency that seeks to provide mediation for individuals, families, businesses, and so forth. The agency also has school-based programs that train students, teachers, and parents in handling conflict and in building life-long skills in conflict resolution.

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33 – REGIONAL INTERAGENCY LINKAGE COUNCIL

County: Cayuga
Year Begun: 1992

DESCRIPTORS

Developmental disabilities.

PARTNERS

Cayuga-Onondaga BOCES and eleven Cayuga County public and private agencies that deal directly and indirectly with children and adults with developmental disabilities.

TARGET AUDIENCE

Children and adults with developmental disabilities.

NEED

This collaborative program sought to address the following concerns: 1) a lack of public transportation between rural communities and the urban center, which limits access to services for rural families caring for individuals with severe disabilities; 2) a lack of the coordination necessary to guide and educate the parents of individuals with disabilities; 3) a lack of comprehensiveness in the services provided to clients; 4) a need for simpler, more accessible service systems; and 5) a need to identify and expand the pool of private service providers which will give primary care to individuals with disabilities. The Interagency Linkage Council was first developed and funded through grant money awarded to the Cayuga-Onondaga BOCES.

GOALS AND OUTCOMES

The goal is to establish a network of service providers who demonstrate a shared commitment to accurately and efficiently match consumers with disabilities to services. The desired outcome of the program is to coordinate services so that parents can keep children with disabilities at home, and so that children with disabilities can lead meaningful lives and experience a smooth transition from child to adult service programs when they reach age 21. The Regional Interagency Council and the Interagency Linkage Council seek specifically to compile, coordinate, and disseminate available resources within Cayuga County and surrounding areas. Outcomes are monitored by keeping track of telephone inquiries from clients, by having participating agencies/service providers complete program evaluations, and by having the Council evaluate the program on a regular basis.

ACTIVITIES/PROCEDURES

The specific activities of the Council include: 1) identifying and recruiting key agencies in the county to establish a network of service providers for individuals with disabilities, and 2) increasing awareness of both consumers and providers regarding the services available in the county. This requires specific activities including: developing instructional, publicity, and "hotline" consumer information materials, disseminating information, and fostering face-to-face meetings among community service providers.

Meetings are held monthly, and each service provider who has agreed to participate in the collaboration sends a representative to the meeting. The policies and procedures are outlined in a written document.

Many of the administrative activities are handled by a contracted marketing firm, Treble Associates. One member of the participating agencies is responsible for initial contracts and project start-up; another member serves as the chairperson and the secretary for all meetings.

SHARED RESOURCES/RESULTING BENEFITS

Grant funds are allocated to serve three purposes: 1) allow teachers and service providers to participate in meetings and community information forums, 2) allow educators and agency members to develop informational material, and 3) allow the collaboration to retain a consultant to update information on services available by interviewing local agencies and publishing user-friendly information. There are no client fees. Consultant fees and other expenses are paid with the grant.

The benefit of this program is that disabled children and their families receive better information on, and access to, services for disabled children and adults. A greater awareness among the public and the service providers for the special need of disabled individuals is created also.

BARRIERS AND KEYS TO SUCCESS

Keys to success for this collaborative arrangement include: establishing strong understanding and trust between the agencies, maintaining frequent, on-going communication, and getting all of the participating agencies to agree to a common mission and/or philosophy.

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34 – School-Based Preventive Program

County: Sullivan
Year Begun: 1988

DESCRIPTORS

At-risk youth.

PARTNERS

Sullivan County Department of Social Services (DSS), Fallsburg, Liberty, Livingston-Manor, Tri-Valley, Delaware Valley, and Eldred Central School Districts.

TARGET AUDIENCE

Grades K to 12; serves 500 clients annually.

NEED

This collaborative arrangement was prompted because the schools and agencies saw a need to work together to meet the complex needs of children and families. Case management for children and their families was not effective for certain students in the county. The collaboration was initiated during the Youth at-Risk grant process. The planning group included key representatives from the Department of Social Services (DSS), the Youth Bureau, schools, not-for-profit groups, and the Human Services Commissioner. This setting allowed the schools and agencies to interact in a new way by sharing concerns and strategies for change.

GOALS AND OUTCOMES

Goals of the collaboration are to improve school-agency communication, improve service delivery, and identify the needs of children and their families earlier so that assistance can be preventive and the number of interventions can be reduced. Outcomes are evaluated on an individual basis. There is on-going communication between the school staff and the social workers to maintain uniform case reports and to monitor each student.

ACTIVITIES/PROCEDURES

The collaborators focus on early detection, case management, referral, advocacy, and education concerning child abuse and neglect, drug and alcohol involvement, foster care, and related issues. A caseworker from DSS works part-time in the schools, meeting with children and their families, teachers, and staff. The program adheres to DSS regulations and to the policies of participating schools. Service delivery is designed to meet Sullivan County's goals of providing holistic services to all children and adolescents.

Policies, responsibilities, and procedures were developed during the writing of the initial Youth at-Risk (YAR) grant by an interagency school team. Funding was provided by YAR through 1990–91, when the schools assumed responsibility for the program. Formal meetings of the collaborators are not scheduled. However, DSS workers meet biannually with the Community Partnership coordinator and are members of the Youth at-Risk local council, which meets twice a year. There is on-going, frequent communication among staff who work student cases.

SHARED RESOURCES/RESULTING BENEFITS

Shared resources in this collaborative arrangement are minimal. Each participating school provides office space for a part-time DSS caseworker. Expertise, knowledge, and information about students and their families is shared.

The benefits include increased person to person communication and cooperation between the schools and DSS, more effective service delivery, and a simplified referral process. The collaboration currently has six of the ten districts in Sullivan County involved in the program.

BARRIERS AND KEYS TO SUCCESS

There are occasional misunderstandings concerning the responsibilities of each collaborating agency or school. When the caseloads of DSS staff are heavy, the collaboration is forced to shift its emphasis from prevention to remedy. BOCES has tried to minimize collaboration problems by offering staff development workshops for schools and agencies on various educational issues and student social needs.

Keys to collaborative success include involving all of the principal players from the beginning, maintaining open communication, using the schools to identify children at-risk, and nurturing relationships among all participants. Face-to-face contact between the agency and school staff is extremely important. Hold as many joint meetings as is possible and appropriate, focused on issues of concern for both.

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35 – SENECA COUNTY EMPLOYMENT AND TRAINING DEPARTMENT SUMMER YOUTH EMPLOYMENT PROGRAM (REMEDIAL COMPONENT)

County: Seneca
Year Begun:

DESCRIPTORS

Remedial education.

PARTNERS

Wayne-Finger Lakes BOCES, the Finger Lakes Service Delivery Area, and twenty-six school districts.

TARGET AUDIENCE

Ages 14 to 21.

NEED

The primary need originated because the Job Training Preparation Assistance (JTPA) Regulations, Title IIB, require that a remedial education component must be included with the work experience of JTPA participants.

GOALS AND OUTCOMES

The goal of the program is to maintain and/or improve the reading and math levels of the students who participate in the Summer Youth Employment Program (SYEP). Outcomes are measured through pre- and post-tests to note increases or decreases in reading and math levels.

ACTIVITIES/PROCEDURES

Activities of this remediation component include having students take six hours of math and reading instruction per week for eight to nine weeks. Weekly meetings are held with the instructor and the staff; meetings are held with the student when necessary. The policies and procedures are outlined in the Finger Lakes Service Delivery Area (SDA) contract and an SDA representative monitors attendance and the activities of the program. County counselors are responsible for monitoring individual student progress and participation.

SHARED RESOURCES/RESULTING BENEFITS

Shared resources include personnel, transportation, funding, materials, and facilities.

One of the key benefits is cost savings. By collaborating and pooling resources, math and reading remediation is provided at a much lower cost. Students who participate in the program, on average, maintain reading and math skills throughout the summer.

BARRIERS AND KEYS TO SUCCESS

One of the most critical problems concerns mandates. JTPA is mandated to provide this service, yet the local school districts are not required to participate or support the program. Consequently, the JTPA staff must, with little help from the school districts, market the usefulness of this program. In addition, many instructors in the program have limited time to prepare for classes and must struggle to maintain student interest. This program has worked primarily because it has established and maintained an excellent communication network among all parties. This has led to significant benefits for the students, in particular, and for the agencies/schools involved.

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36 – SEXUAL ABUSE CORE TEAM

County: Ulster
Year Begun: Conceptualized in 1980 (was defunct for several years and reorganized in 1990)

DESCRIPTORS

Sexual abuse; child abuse.

PARTNERS

A district attorney from Ulster County District Attorney's Office, a crime victim counselor from Ulster County Child Protective Services, a social worker from Ulster County Department of Social Services, a mental health counselor from Kingston City Schools, a police officer from Town of Ulster Police Department.

TARGET AUDIENCE

Ages 1 to 17; serves approximately 200 youth annually.

NEED

This collaboration saw a need to address the rise in reported incidents of child sexual abuse in Ulster County. The Core Team was initially developed because a group of social workers believed that better communication between the schools and the Department of Social Services (DSS) could improve the detection and treatment of victims. With the help of Cornell University, the Ulster County Task Force on Child Abuse and Neglect was formed. The Task Force developed the original Core Team in 1980. The Team includes representatives from Ulster County private and public agencies who serve children.

GOALS AND OUTCOMES

Program goals are to offer better protection to victims of sexual abuse, to provide better mental health treatment to both victims and offenders, and to increase the conviction rate of offenders. The collaboration also seeks to coordinate investigative procedures with treatment services and to reduce the number of investigative interviews which each abused child must endure. Each collaborating agency assesses its own effectiveness in achieving these goals. A sexual abuse team advised the Core Team.

ACTIVITIES/PROCEDURES

Teachers are encouraged to look for signs that may indicate some form of child and/or sexual abuse. If a child is identified as being a potential victim of abuse, he/she is reported to the DSS. The DSS has interviewing access to the child through the collaborative efforts within the school. Children who are victims of abuse have access to counseling and other services. If the offender is identified, legal action is undertaken. Furthermore, the collaboration seeks to enhance the education of all students in the district about child/adolescent sexual abuse.

The collaboration received an initial grant that supported a liaison person for the first year to initiate collaboration and organization. All collaborating members meet regularly every two weeks. There are no formal policies or procedures. However, confidentiality is extremely important, and each member of the collaboration must sign an agreement to keep all information confidential.

The assistant director of services is the principal administrator. She sets the agenda, calls the meetings, is the liaison person with the District Attorney's Office, and coordinates training with all of the other disciplines. The assistant director also is responsible for the child protection unit and supervises the sex abuse unit.

SHARED RESOURCES/RESULTING BENEFITS

No funding is involved in the program and there are no exchanges of in-kind services. All meetings take place at the DSS. Each Core Team member attends and participates as a part of his/her job function; each agency is a voluntary participant.

The benefit of the program is an improved system of investigating and prosecuting sexual abuse. The program has helped to decrease the duration of investigations and the number of victim (child) interviews. It has decreased the duration of trials and increased the prosecution rate.

BARRIERS AND KEYS TO SUCCESS

The most challenging aspect of this arrangement is trying to pull together a variety of public and private agencies. In these types of relationships, determining responsibilities and authority is particularly difficult. Getting all members of the Team to attend the regularly scheduled meetings is a problem. Those who are interested in beginning a similar program are advised to become knowledgeable about all child services (use all of your resources), and to be patient and persistent.

The success of this program hinged on the ability of the collaboration to build a climate of trust and confidence among the members. The arrangement seeks to educate all members of the collaboration about the services and functions of each agency. Members who understand the roles and specialties of each agency contribute significantly to the success of the program.

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37 – SMALL BUSINESS OWNERSHIP PROGRAM

County: Saratoga
Year Begun: 1991

DESCRIPTORS

Vocational education; business education.

PARTNERS

Cornell Cooperative Extension in Saratoga County, Saratoga-Warren BOCES, and Saratoga County Job Training Preparation Program.

TARGET AUDIENCE

Ages 17 to 35; served 18 students last year.

NEED

The Saratoga-Warren BOCES director and faculty saw a need to encourage selected Vo-

Tech students to investigate small business ownership in their areas of technical skills. The collaboration was initiated when the BOCES director contacted the Cornell Cooperative Extension agent responsible for Small Business to meet with the Guidance and Adult Program staff to discuss possible programming for students who expressed interest in owning their own businesses. The first steps were to develop the objectives of the program and to determine the instructional outline. Cooperative Extension then prepared a proposal to coordinate the program.

GOALS AND OUTCOMES

The goal of the program is to teach selected Vo-Tech students about small business. The planning/advisory committee assesses the program content and approves the sequence. Students provide verbal and written evaluations which help to determine the effectiveness of materials and the program.

ACTIVITIES/PROCEDURES

Each student attends eight monthly sessions (approximately 2 hours each) of course presentations and prepares a summary of experience to share with other students in the vocational class. Sessions focus on, for example, "envisioning my own business," "insurance for the small business," tax implications for small business," and "corporate and business finance." The monthly sessions, developed by the Cornell Cooperative Extension in Saratoga County, are presented to two groups (an AM class and a PM class) of students. The Saratoga-Warren BOCES staff provides guidance and direction for the program in terms of learning levels and curriculum. Field experiences and mentoring by community and businesses leaders are also provided through the Unique Placement Program.

Meetings of the planning/advisory committee are planned as necessary to discuss the program's progress. The Cornell Cooperative Extension agent serves as coordinator for the program. Two BOCES faculty advisors assist in screening students, making room arrangements, scheduling mentors, and establishing links with other faculty. The BOCES educational director serves as the liaison between the faculty and the board of education. These responsibilities were determined during an early meeting of the planning/advisory committee.

SHARED RESOURCES/RESULTING BENEFITS

Cornell Cooperative Extension annually receives $2,000 from a BOCES and a Job Training Partnership Act (JTPA) grant for program coordination costs. Staff consists of one Cornell Cooperative Extension agent and two BOCES faculty advisors. The cost of materials (notebooks, booklets, hand-outs) and of the Recognition Luncheon is covered by the BOCES-JTPA grant.

The benefits include: helping students improve their decision making skills and small business practice, providing better human resources for the technical professions, increasing the network among community businesses, BOCES and Cornell Cooperative Extension, and increasing the credibility of efforts to assist potential small business owners. Of the nine students who have completed the program, five indicate an interest in opening their own business.

BARRIERS AND KEYS TO SUCCESS

One of the problems that confronts this collaborative arrangement is scheduling. For example, the students have limited time (in some cases only one opportunity) to meet with their mentor during the program. This increases the need to clearly communicate the responsibilities of each party throughout the program.

Suggestions for developing a similar collaboration are developed with other educational institutions and the business community, including creating solid networks, creating organizational support, and making sure that all participants are kept informed as the program evolves. A significant "key to success" involved the Cooperative Extension agent. She was accepted as a BOCES faculty member from the start. Flexibility in class presentation was also necessary.

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38 – ST. LAWRENCE-LEWIS COUNTIES BOCES ALTERNATIVE EDUCATION OPPORTUNITY CENTERS

County: St. Lawrence
Year Begun: 1984

DESCRIPTORS

At-risk youth.

PARTNERS

St. Lawrence-Lewis County BOCES Alternative Education Opportunity Centers, Northern New York Planned Parenthood, the Augsbury Institute for Children and Families, and the St. Lawrence County Alcohol and Substance Abuse Council.

TARGET AUDIENCE

Ages 14 to 18 (grades 9 to 12); serves 85 students annually.

NEED

The Opportunity Centers were first designed to service at-risk students from the eighteen component school districts that comprise the St. Lawrence-Lewis County BOCES. As the program began, it became apparent that the students required services to address issues of dysfunctional families, substance abuse, and teen pregnancy. Outside sources were sought to more comprehensively address these issues.

GOALS AND OUTCOMES

The goals are to reduce the number of teen pregnancies, the use of alcohol and drugs, and the combative/belligerent attitudes of at-risk youth attending the Opportunity Centers. The Center engages in self-assessment. The Alcohol and Substance Abuse personnel do pre- and post-testing for awareness and understanding during their one-week program. Data and notes are kept by all counselors throughout the year. Conflict resolution training is evaluated through documentation of negative interactions between staff and students.

ACTIVITIES/PROCEDURES

Each of the outside agencies makes presentations in the school during the month of August. The presentations are scheduled for five days in a row, taking the place of a different class each day. Topics include alcohol and substance abuse, teen pregnancy, teen sexuality, family resolution, and conflict resolution. For example, on Monday the students might have a discussion with Planned Parenthood instead of social studies, Tuesday–no English, Wednesday–no science. The staff monitors the class and receives the same training as the students. After the week of intensive training, a schedule is established for a counselor to be in each building for several hours per week during the remainder of the school year.

School administrators have bimonthly meetings in which they often discuss program, cost, and service equity issues.

SHARED RESOURCES/RESULTING BENEFITS

Shared resources include offices, personnel, equipment, transportation, and materials from the Centers and the resource agencies. There is a unit cost per student, which BOCES may cover.

Benefits include a marked reduction in the number of forced student removals from the classroom. Administrators and guidance counselors have noted positive changes in student attitude and behavior. There have been fewer school referrals to local law enforcement agencies and to Probation and Family Court.

BARRIERS AND KEYS TO SUCCESS

A central barrier can be the need to get parental consent prior to the student's participation in any of the programs. Interest has been expressed in duplicating this type of a program in the public schools. However, public schools face restrictions (political and legal) on programming which private schools do not.

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39 – STUDENT ASSISTANCE PROGRAM (SAP)

County: Genesee
Year Begun: 1989

DESCRIPTORS

At-risk youth; substance abuse; intervention; dropout prevention.

PARTNERS

Genesee Council on Alcoholism and Substance Abuse (GCASA) and the Genesee-Wyoming BOCES.

TARGET AUDIENCE

Grades K to 12; serves 3,500 students annually.

NEED

The lack of success in addressing the problem of chemical dependency has been a frustrating experience for community agencies and school districts. Early in 1989 the Genesee Council on Alcoholism and Substance Abuse, Inc. (GCASA) and local schools recognized the need to join together to address the problem. A consultant was hired to conduct a Parents' Resource Institute for Drug Education (PRIDE) survey in all ten component districts. As a result of the survey, six schools agreed to participate in the program. GCASA then provided $7,500; and the Genesee-Wyoming BOCES, through "Section 45 aid", provided $18,000. The funds were divided among the six schools. Districts also used their Drug Free Schools money.

GOALS AND OUTCOMES

The goals of the program are to increase the number of students receiving help and to decrease the number of students dropping out of school. Statistics are kept regarding the number of students who are referred to agencies for help. BOCES and GCASA members meet bimonthly, and Student

Assistance Program (SAP) representatives and county service providers meet biannually to review progress. Another PRIDE survey will be conducted in 1993 to evaluate the effectiveness of the program.

ACTIVITIES/PROCEDURES

The SAP is a prevention/intervention program designed to provide services to prevent at-risk students from becoming substance abusers or substance dependent. It conducts activities designed to alert, educate, and inform the general public and/or special groups about the problems of substance abuse. A heavy emphasis is placed on prevention, on learning to avoid use situations, and on developing skills to say "no." Individual/family intervention is provided as needed. The SAP caseworker acts to coordinate the services being provided by other professionals. A wide range of support groups can be coordinated, depending on the particular student body needs. Groups may be centered around topics like: alcohol/drug use, children of divorce, adjusting to adolescence, suicide prevention, nutrition/fitness, and stress management. The GCASA provides the coordinator and trains the caseworker staff, who are Genesee-Wyoming BOCES employees. GCASA and caseworkers jointly develop plans to meet the needs of each district, as expressed by each school.

Regular program meetings are held. Two times per month caseworkers participate in case conferences, staff meetings, and program development meetings at GCASA. The SAP coordinator meets with the director of GCASA and the assistant superintendent of BOCES on a monthly basis. GCASA is responsible for supervision of the BOCES caseworkers, coordination of the overall program, and provision of support services. The responsibilities are documented and were determined early on in the program development process. They are monitored through regular meetings of the coordinator, the GCASA executive director, and/or the Genesse-Wyoming BOCES assistant superintendent.

SHARED RESOURCES/RESULTING BENEFITS

The Genesee-Wyoming BOCES provides office space for the coordinator, who is a GCASA employee. The coordinator uses Genesee-Wyoming BOCES support staff and materials approximately 90% of the time. Materials, such as videos and books, have been purchased by both groups and are shared. Workers from each group have jointly developed programs for use throughout the district. This collaboration now allows the schools to have a single person responsible for the coordination of all services. Itinerant caseworkers are provided through the BOCES budget. Districts pay caseworkers on a pro-rated basis. In these districts, Drug Free School money is used to provide the staff with materials, supplies, and programs. GCASA also provides these types of materials.

This program benefits the student and his/her family by ensuring follow-up, by making it easier for the schools and agencies to communicate effectively, and by providing more comprehensive services. The SAP program has been able to reach approximately 3,500 students during 1991–92.

BARRIERS AND KEYS TO SUCCESS

Most of the problems that arise are confronted jointly by collaborators. Each agency (or school) has different concerns and looks at a problem from different perspectives. For example, a policy was developed regarding confidentiality. It was based on the GCASA's federal regulations/restrictions. The lawyers for BOCES gave their opinion and some rewriting occurred. The entire policy was then reviewed and accepted by the Division of Substance Abuse Services (DSAS). Once a common goal was established, obstacles were easily overcome.

Agencies/schools who want to model this collaboration are advised to anticipate problems, to be sensitive to each agency's needs, mandates, and regulations, and to be willing to learn from each other. Do not let egos get in the way, be patient, and recognize that individual schools need time to develop a program that best meets their needs. An effective leader must communicate, think collaboratively, and be able to recognize the value of overall common goals.

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40 – Student Assistance Program/Employee Assistance Program

County: Jefferson
Year Begun: 1988

DESCRIPTORS

Substance abuse; education; intervention.

PARTNERS

Carthage Central Schools and the Alcohol and Substance Abuse Council of Jefferson County (ASAC).

TARGET AUDIENCE

Grades K to 12, staff; serves approximately 150 students and 10% of staff annually.

NEED

Collaborators saw a need to improve student and employee awareness concerning substance abuse and related issues. In addition, they saw a need to provide individuals with short-term counseling, educational programs, and referral services. The Alcohol and Substance Abuse Council of Jefferson County (ASAC) was given funding by the Division of Substance Abuse Services (DSAS) of New York State to expand the Student Assistance Program (SAP). The SAP director then proceeded to market the program to the superintendent and the director of Pupil Personnel Services. An Employee Assistance Program (EAP) was offered to the district in 1990 when the Jefferson BOCES discontinued the EAP services.

GOALS AND OUTCOMES

The goal is to carry out a comprehensive drug and alcohol program that promotes a healthy lifestyle in the school and the community.

Students and staff have shown increased awareness of substance abuse issues and seek program services in growing numbers. The district receives quarterly reports on the EAP and SAP. SAP program evaluation forms are completed by staff annually.

ACTIVITIES/PROCEDURES

The EAP provides education, information, short-term counseling, intervention services, Drug Free School events, crisis counseling, and referrals for any employees (and family members) of the district. The SAP provides the same services for students (and their families) and engages in community awareness activities.

The EAP and SAP program directors communicate with school administrators throughout the school year. Communication is generally informal, although formal meetings are arranged as needed. Written contracts outline the policies and responsibilities for each program.

The director of Pupil Personnel Services and the SAP director administer the collaboration for SAP. The student assistance counselor meets regularly with the director of Pupil Personnel Services and the building principals to discuss the program and the needs of the district and students. The EAP director and the superintendent of Carthage Schools are in charge of administering the collaboration for EAP.

SHARED RESOURCES/RESULTING BENEFITS

Districts interested in establishing a similar program should be prepared to share resources like funding and office space for the agency counselor in the school building. In this collaboration, an SAP counselor is in the school district (middle school/high school) four days a week and occupies an office in the Guidance Center. The school district contracts the services of ASAC. Some of the costs of the program are provided by a federal Drug Free Schools and Communities Grant. The ASAC receives funding from the state for the SAP and then determines the program fee for the school district. The contract fee for EAP is determined by the ASAC and the school district on a per capita basis (total number of employees). Students and employees are not charged for the services.

By collaborating with ASAC, the district meets the needs of its students and staff more cost efficiently. By collaborating with the district, ASAC is better prepared to do outreach in the community and school.

BARRIERS AND KEYS TO SUCCESS

One of the problems identified, "the newness of working with another agency (school) to achieve a common purpose," was overcome by keeping the lines of communication open between collaborators and by being patient. The most important "key to success" is having competent personnel dedicated to the cause, and a school and agency that are open to new ideas.

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41 – STUDENT INTERVENTION TEAM

County: Chemung
Year Begun: 1991

DESCRIPTORS

At-risk youth; families; intervention.

PARTNERS

Elmira City School District, the New York State Department of Social Services (DSS), and Cornell Cooperative Extension.

TARGET AUDIENCE

Grades K to 6, affected siblings ages 1 to 16; served 400 children in 2 years.

NEED

The Student Intervention Team (SIT) model seeks to provide a singe entry point for troubled children and families seeking a range of services. The Elmira City School District felt that too many children from families facing difficulty were not being identified as at-risk and, consequently, were not getting the help they needed. The collaboration was initiated through discussions with the assistant superintendent, the supervisor of Student and Community Services, and the director of Child and Family Services. Following discussions and initial planning, the idea was introduced to the Student Services Advisory Council and discussed at length with school principals. The idea was adopted and a request for proposal of service was written and sent to a number agencies.

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GOALS AND OUTCOMES

The goals of the SIT model is to provide troubled families and children with resources in the least restrictive manner possible. The collaboration anticipates that early identification of problems, early referral to appropriate services, and the use of the single-entry SIT model will help create more functional families. Specific goals for the first year of the SIT program include: 1) at least 85% of the preventive caseload will be diverted from out-of-home placement, and 2) at least 70% of remaining cases will be diverted from additional intervention. Outcomes are evaluated with a mid-year survey by tracing students, who have been involved in the program, to see if they enter foster care. Outcomes are also evaluated by monitoring overall costs. Because this program started in 1991, outcomes have not yet been evaluated.

ACTIVITIES/PROCEDURES

Children and families who become involved with the program may be identified by the school or agency representatives, or the family may request the services. Usually, families are initially contacted with a letter from the Youth and Family facilitator to inform them that their child has been referred to the Student Intervention Team. The letter explains the nature of the concerns expressed about the child, the nature of the Student Intervention Team, and the nature of the assessment process in which they may participate. The team develops a treatment plan to address the child's and family's needs. If the parent refuses and/or elects not to participate, the referral ends and the referral source is notified. If the parent(s) participate, a meeting is scheduled with the family, the teacher/administrator who refers the student, and the youth and family facilitator. The facilitator orchestrates referrals and connects the family or student to available services. The design of the model does not allow for a long-term counseling relationship between the counselor and the student or the family.

A contract describing the policies, procedures, and responsibilities of the arrangement between the agency and the county has been developed.

Both the school district (supervisor of Student and Community Services) and DSS (representative from the Department of Child and Family Services) provide guidance and direction in the biweekly meetings. The facilitator in each school is responsible to the building principal. Cornell Cooperative Extension provides a part-time administrator to direct training for the facilitators, and to conduct group sessions on service assessment.

SHARED RESOURCES/RESULTING BENEFITS

Shared resources include: office space, classrooms, training resources, and clerical support. The school district and DSS have a funding arrangement that requires the district to pay partial costs. DSS receives some additional funds from Title XX. There are no fees charged to students and families unless the agency providing the service charges a fee. Cornell Cooperative Extension works on a contract with the Elmira City School District and the DSS.

The program is well-received by clients and the community. While figures are not final, there has been a reduction in the number of children put in foster care. The quantity of services delivered has increased, and more students are now being served. As a result of its success, SIT will be provided with additional personnel through the district's strategic plan for 1992–93.

BARRIERS AND KEYS TO SUCCESS

Problems include conflicting expectations and regulatory limitations (releasing information about drug and alcohol history, etc.).

Those interested in modeling this collaborative arrangement are advised to make sure that all parties involved understand the relationship and their responsibilities. In addition, carefully analyze the costs and resources involved in the program and make sure agreement is reached among all parties. An effective leader of this type of collaboration must allow for flexibility and establish a strong communication network. It is also important for all involved to have a vision of what is good for students and their families.

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42 – THE TEAM

County: Sullivan
Year Begun: 1986

DESCRIPTORS

Dropout prevention.

PARTNERS

Sullivan County Employment and Training, Sullivan County BOCES, Fallsburg Central Schools and Livingston Manor Central Schools.

TARGET AUDIENCE

Ages 15 and above; serves 20 to 40 students per year.

NEED

This program seeks to resolve the poor school performance and low graduation rate often found among students who come from dysfunctional families. Case management is started, and the student is given the opportunity to explore and participate in vocational education and training. The collaboration was initiated through the joint efforts of BOCES, the local school districts, and Sullivan County Employment and Training.

GOALS AND OUTCOMES

The primary goal of the program is to enhance the retention and graduation rate among students by giving them the opportunity to participate in vocational training and education. Outcomes are monitored by the Department of Labor (DOL) and the State Education Department. The program is extensively evaluated as the main focus of the TEAM coordinator's thesis for a master's degree.

ACTIVITIES/PROCEDURES

Students have the opportunity to participate in the Summer Vocational Exploration Program and the Winter In-School Enrichment and Advocacy Program administered by Sullivan County BOCES. All activities combine case management for the students with vocational exploration. The summer program helps students assess their strengths, interests, and work knowledge, and enhance their computer skills. It also provides on-the-job experience as a member of a crew on a job site (salary included). The winter program provides students with help on classes, field trips, guest speakers, and support as needed for individual and group problems (discipline or attendance problems, disagreements with school faculty, concerns with Family Court, etc.). In addition, during the winter program, students who are members of the TEAM meet weekly to discuss progress and problems and to organize activities and events. The TEAM staff members include a coordinator, an employment and training specialist, and a secretary.

Members of the collaboration meet almost daily during the summer program and monthly during the winter program. Formal documents describe the policies, procedures, and responsibilities of each collaborator.

SHARED RESOURCES/RESULTING BENEFITS

The Summer Vocational Exploration Program is funded by Job Training Partnership Act (JTPA) which provides personnel, transportation stipends, and materials. The Winter In-School Program is administered by BOCES and funded by the school districts. School districts purchase collaboration programs.

The benefits include an increase in the number of students who stay in school and graduate. Students in the program learn specific vocational skills and learn about vocational occupations in general.

BARRIERS AND KEYS TO SUCCESS

The most significant barrier is the current economic climate. Many of the school districts have difficulty passing budgets. Consequently, districts who participated in prior years are not currently participating.

The participating members of the collaboration work extremely well together. Cooperation among the members has been the cornerstone to this successful seven-year program.

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43 – TREATMENT REACHING YOUTH (TRY)

County: Sullivan
Year Begun: 1990

DESCRIPTORS

Mental health; outpatient child and adolescent.

PARTNERS

Sullivan County Department of Community Services, and the Eldred, Delaware Valley, Tri-Valley, Jeffersonville-Youngsville, and Narrowsburg Central Schools.

TARGET AUDIENCE

Grades K to 12; serves 100 to 125 clients annually.

NEED

This collaboration was concerned that families and children in the more rural parts of Sullivan County were not able to access mental health services. The geographical size of Sullivan County (968 sq. miles), coupled with an inadequate road network and public transportation system, contributed to a lack of rural mental health services for some children. The program is funded by the State Office of Mental Health (OMH).

GOALS AND OUTCOMES

The goal of this program is to provide ongoing mental health treatment to seriously emotionally disturbed children and their families in the rural areas of Sullivan County. In 1991, program satisfaction was evaluated by having each school system complete a pre- and post-service questionnaire. Meetings are now held once or twice a year to discuss issues related to the program, and on-site visits are at times conducted by the OMH.

ACTIVITIES/PROCEDURES

The TRY program provides mental health

services to children, adolescents and their families in outlying districts who have difficulty accessing these services at existing clinics. This program provides treatment either in the school building or in a nearby building. Services are provided for children and adolescents who are seriously emotionally disturbed, with priority given to students experiencing marked difficulty functioning in their everyday lives. The funding for the program allows ten days of treatment to be provided each week, with five schools receiving two days of services weekly. Mental health clinicians provide assessment, treatment, case management, and emergency services for the students. Psychiatric and psychological services are available as needed. The services can only be provided with written parental consent. Fees are charged for services on a sliding scale, and no one will be denied services because of an inability to pay. Medicaid is accepted and most private insurance policies cover these services.

Sessions are scheduled to coincide with the class periods of the school day. The TRY program has a policy and procedures manual developed at the beginning of the school year and there is also a letter of understanding with each participating school.

SHARED RESOURCES/RESULTING BENEFITS

In addition to the services that are shared and described above, the schools provide offices and telephone service for the mental health clinicians when they visit the school. The TRY clinician works closely with a liaison person (often the school social worker) with regard to receiving referrals and providing feedback.

The benefits center primarily on the ability of this program to better serve emotionally disturbed students and their families in rural areas of the county.

BARRIERS AND KEYS TO SUCCESS

An agency that is interested in modeling this program is well advised to adapt to the schedule of the school. In addition, one successful approach to programs of this nature is to designate a liaison who is available to troubleshoot and resolve any forthcoming barriers. Agencies need to be willing to share their concerns with the goal of finding solutions.

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44 – VOCATIONAL EDUCATION FOR STUDENTS WITH DISABILITIES

County: St. Lawrence
Year Begun: 1983

DESCRIPTORS

Vocational education; developmental disabilities.

PARTNERS

St. Lawrence-Lewis BOCES and Vocational Education Services for Individuals with Disabilities (VESID).

TARGET AUDIENCE

Age 21 and over; serves approximately 2 students annually (18 since 1983).

NEED

This collaboration provides needed vocational training for disabled adults. Counseling and advocacy are provided by BOCES and rehabilitation training is provided by VESID. The arrangement was prompted when VESID contacted the St. Lawrence-Lewis BOCES.

GOALS AND OUTCOMES

The specific goal of the collaboration is to prepare disabled adults for employment by teaching them vocational skills, improving their self-esteem, and enhancing their overall attitude. The program is assessed by monitoring client grades and completing evaluation reports. To date, 55% of the clients have secured employment.

ACTIVITIES/PROCEDURES

The collaboration engages in three principal activities to prepare its clients: vocational training, provision of internships, and career counseling. There are no formal policies or procedures for the arrangement, although, there are formal monthly meetings of the principal, counselor, teacher, student (client), and the VESID rehabilitation counselor.

SHARED RESOURCES/RESULTING BENEFITS

VESID pays tuition to BOCES and supplies the equipment and uniforms; the client's school district provides transportation. The primary benefits have been in terms of sharing costs (transportation and tuition) and increasing the number of clients who secure employment.

BARRIERS AND KEYS TO SUCCESS

Although there have been few problems, the collaboration continues to focus on students who have poor attendance records and/or attitude and behavior problems. The keys to success include finding a collaborator who shares the same philosophy, maintaining good communication, and working together for the client.

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45 – Work Force Partnership Committee

County: Clinton
Year Begun: 1990

DESCRIPTORS

Business–education collaboration.

PARTNERS

United Way of Clinton County, New York State Department of Labor, Clinton County Chamber of Commerce/Clinton 2000 Leadership Workshop, Clinton County Mental Health Association, Plattsburgh City Schools, Clinton Community College, North Country Teacher Resource Center, and several local businesses and industry in the area.

TARGET AUDIENCE

Business and education community.

NEED

This collaborative arrangement saw a need to develop a business and education alliance to discuss county-wide educational needs and workforce needs. The collaboration saw a need to enhance communication between education and the business sector and to secure a productive work force in the country.

GOALS AND OUTCOMES

The program aims to enhance the relationship between business and education, to improve the work ethic of students in the county, and to improve the employment opportunities for future employees in the county (wages and benefits, overall attractiveness of employment opportunities, etc.). The partnership evaluates its programs on an ongoing basis.

ACTIVITIES/PROCEDURES

The Partnership consists of two sub-committees, the Class of 2000 Committee and the Forum Committee. The Forum Committee plans and arranges tours and forums for business and education. Activities organized by the Forum range from a breakfast hosted by the Chamber's Work Force Partnership on the challenges facing education and businesses to a forum for collaborators on the impact of technology in business and education. The Class of 2000 Committee adopted all fourth-grade classes in the county and follows their progress through to graduation in the year 2000. This group also developed a resource directory of businesses/industries participating in the collaboration, and identifies opportunities for students in the county like field trips, speakers, demonstrations, video/slide shows, and job fairs. Fay's Drug Company, Georgia-Pacific Corporation, Gregory Supply Company, and Howard Johnson Motor Lodge are some of the participating businesses. Local businesses/industries are invited to visit the BOCES Center to find out more about its activities and operations. Regular meetings of each Committee are scheduled throughout the year and the responsibilities of each committee were determined when the partnership was established in 1990.

SHARED RESOURCES/RESULTING BENEFITS

Partners give whatever resources they can to help the collaborative efforts. This includes financial and technical assistance as well as personnel and facilities for activities. Contributors have the opportunity to work with members of the community that they might not otherwise work with, and they often realize that they have common goals.

BARRIERS AND KEYS TO SUCCESS

The keys to success are cooperation, disregard for turf issues, and a willingness to have open communications. The most difficult barrier is finding a time when such a large and diversified partnership can meet.

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46 – Wyoming County Youth Theater

County: Wyoming
Year Begun: 1991

DESCRIPTORS

Substance abuse; youth self-esteem.

PARTNERS

All Wyoming County School Districts, Wyoming County Office of Mental Health, Cooperative Extension Office, Arts Council of Wyoming County, and the Wyoming County Substance Abuse Council.

TARGET AUDIENCE

Grades 7 to 12; serves 4,000 students annually.

NEED

The collaboration wanted to develop a unique and effective method of informing students about substance abuse and available treatment programs. It also wanted to address the needs of theater students by providing opportunities to develop theater skills, self-esteem, and confidence. In an attempt to combine these goals, the current coordinator and director of the Youth Theater began discussing the possibility of developing a children's theater in Wyoming County. After consolidating a group of interested participants and reviewing funding sources, contact with Wyoming County school districts was initiated. Funding was secured from the Arts Council for Wyoming County through a New York State Decentralization Grant.

GOALS AND OUTCOMES

The goal of the program is to provide an opportunity for children in all school districts to participate in a Youth Theater production that addresses substance abuse and/or to learn about substance abuse through message theater. An additional goal is to develop self-esteem and confidence through participation in an on-stage production. Most of the schools provide little or no opportunity for students to develop their creative skills through drama. The program goals are monitored by the coordinator, who attends every rehearsal and performance. The coordinator then shares any necessary information with the other members of the collaboration.

ACTIVITIES/PROCEDURES

The principal activities center around the creation of the Wyoming County Youth Theater. Actors and actresses for the annual production are selected from students in the Wyoming County school districts. The theater does one production in each school district in the county (nine performances in 1992). All performances are open to the public and free of charge. This year's production, "Addict" by Jerome McDonough, focused on substance abuse. The play informs children and the public about the potential life consequences of substance abuse. Twenty-one student actors and actresses participated in the production. A different play will be presented in the spring of each school year by the Wyoming County Youth Theater. Participants are also required to join 4-H, which offers a range of activities.

There are no regularly scheduled meetings among the collaborators. The responsibilities of each agency were established at the first meeting, held in the summer of 1991. The Youth Theater coordinator acts as overall program coordinator and monitors the progress of the theater group as it meets for rehearsals. The coordinator then passes information on the group's progress to the producers who, in turn, keep the schools informed.

SHARED RESOURCES/RESULTING BENEFITS

Funding for the theater is provided by each of the collaborating agencies. The Arts Council for Wyoming County provides funds through a New York State Decentralization Grant. Each school district contributes approximately $150. Materials and rehearsal space are provided by the Cooperative Extension Office, and transportation is provided by the Youth Theater coordinator, parents, and a 4-H agent.

The benefit is a cost effective program which educates a significant number of students, parents, and the public about substance abuse. Participating students develop theater and social skills, self-confidence, and self-esteem.

BARRIERS AND KEYS TO SUCCESS

The primary problems consisted of scheduling conflicts (students had to miss some classes), and coordination. Most of these problems were overcome through on-going communication and cooperation. Establishing widespread support and cooperation for the program among the schools, agencies, and communities were the keys to this successful program.

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47 – YOUTH AT-RISK/COMMUNITY PARTNERSHIP PROGRAM

County: Livingston, Steuben, Wyoming
Year Begun: 1989

DESCRIPTORS

Self-esteem; child abuse; prevention; parenting; substance abuse; youth decision making.

PARTNERS

Livingston-Steuben-Wyoming BOCES, Youth Bureau (two counties), Cornell Cooperative Extension (three counties), Project Intervention, Youth to Youth, and twelve school districts.

TARGET AUDIENCE

Grades K to 12; serves 16,000 students annually.

NEED

Today's society is increasing the amount of pressure placed on our youth and young adults. For some, the pressure is bearable. For others, the pressure is destructive. The Youth at-Risk (YAR) and Community Partnership Program, in cooperation with the School-Community Advisory Council, was developed because the founders saw a need to assist at-risk students and their families with a variety of programs and services.

GOALS AND OUTCOMES

The goal of the program is to maximize the provision of services in a cost-effective manner. More importantly, the goal of the program is to provide opportunities for youth and their families to confront their problems and seek assistance. The outcomes are monitored by an advisory council, which meets to evaluate the projects of the YAR program.

ACTIVITIES/PROCEDURES

The Youth at-Risk and Community Partnership Program provides youth with coordinated education and community activities in critical areas like: parenting education, drug and alcohol abuse prevention and intervention, child abuse prevention education, adolescent pregnancy prevention, self-esteem and decision making skills, peer leadership, and effective parent-teacher communications. The program also does staff training in appropriate intervention, case management, and referrals.

The advisory council meets quarterly and communicates regularly through mailings and telephone contact. They are responsible for organizing, planning, coordinating, and evaluating the YAR programs. Members of the council come from the schools and the community. Representatives from schools include: administrators, teachers, students, counselors, and parents. Representatives from the community include the clergy, Cooperative Extension directors, law enforcement officers, the media, and DSS representatives. Some of the responsibilities of the programs are outlined in the purchase of service agreements and were determined by the YAR program and the State Education Department (SED). The SED monitors the programs when contracts are submitted and through annual on-site visits.

SHARED RESOURCES/RESULTING BENEFITS

Some materials are borrowed from the Western New York Regional Health Education Resource Center and then shared among the participants. These materials consist of curricula, books, computer software, peer leadership manuals, videos, and group facilitator manuals. All of the materials are available for loan to administrators, teachers, health coordinators, and the community at no charge. The agencies and schools provide in-kind services such as copies, transportation, telephone service, and facilities.

The benefits are that teachers receive no cost in-service training, agencies have better access to schools and children, and students and their families are better able to confront and deal with problems. Teachers also feel more comfortable and confident, in general, and more supported and motivated to confront children who are experiencing problems.

BARRIERS AND KEYS TO SUCCESS

Collaboration representatives recommend getting to know other professionals (in the schools and/or agencies) on a professional basis, being aware of legislative restrictions, and dealing with them in the planning stages, being flexible, and remaining creative.

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48 – ZERO ADOLESCENT PREGNANCY (ZAP)

County: Cortland
Year Begun: 1991

DESCRIPTORS

Adolescent pregnancy; prevention; education.

PARTNERS

Cortland County Health Department and Catholic Charities.

TARGET AUDIENCE

Grades 7 to 12.

NEED

There was a need to educate students about the repercussions of adolescent pregnancy in an effort to reduce the number of unintended teen pregnancies in Cortland County. Three teens get pregnant every week in Cortland County and in 1987 and 1988, a third of all pregnancies to those under eighteen were second and third pregnancies. Cortland County had the highest rate of repeat teen pregnancy in New York State.

GOALS AND OUTCOMES

The number of teen pregnancies in Cortland County in 1979 was 217; in 1989, it was 141. The goal of this collaboration is to reduce the numberof teen pregnancies to 100 per year by the year 2000. Thus, the overall outcomes of ZAP are monitored by specifically noting the number of teen pregnancies each year.

ACTIVITIES/PROCEDURES

The activities focus on education and on prevention of adolescent pregnancy. Unintended pregnancies limit teens' higher education and lifetime earning potential and add stress to their lives and health. Unintended pregnancy is also the most reliable predictor of welfare dependency and a likely cause of reduced productivity of the workforce. A key activity of the program is making presentations about the risks of pregnancy in Cortland County schools. ZAP involves young people in planning and giving these presentations. The specific activities center around the following: creating a community-wide awareness of the problem of teen pregnancies, assisting parents in their role as sexuality educators of their children, working with schools and religious institutions to encourage their roles in teen pregnancy prevention, and involving the business community in tutoring and mentoring. The collaboration works to guarantee young people a place in higher educational institutions or in meaningful job opportunities upon graduation from high school.

SHARED RESOURCES/RESULTING BENEFITS

Shared resources include personnel, equipment, information, and financial support which creates funding for continuation of the program objectives. The resulting benefits are more individuals dedicated to a common goal.

BARRIERS AND KEYS TO SUCCESS

A united effort is more capable of convincing the community on sensitive issues such as pregnancy prevention.

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C – PROGRAM DESCRIPTIONS 49 – 52 ◆ A CLOSER VIEW

Four interagency collaborations were selected for more comprehensive study and description. Each of the four focuses on a similar goal: to improve educational and social services through collaboration of agency resources. Each, however, has been selected as representative of a particular population or approach to the effort.

49 Cortland Youth At-Risk Project (Cortland County)
50 DSS/Education Liaison Committee (Herkimer County)
51 Preventive Services Project Youth At-Risk Program (Delaware County)
52 Tioga County Coalition for Better Schools (Tioga County)

49 – CORTLAND YOUTH-AT RISK PROJECT

County: Cortland
Year Begun: 1988

DESCRIPTORS

At-risk youth; multi-purpose collaboration.

PARTNERS

Department of Social Services, Cortland City School District, BOCES, SUNY at Cortland, and local agencies and businesses.

TARGET AUDIENCE

Ages 5 to 18 and their parents.

NEED

Beginning in the fall of 1988, the Cortland Youth at-Risk Program saw a need to shift from a reactive, crisis intervention model to a proactive prevention system. Funding from the the New York State Youth at-Risk/ Community Partnership, as a Senate Education Committee initiative, facilitated the shift to the present proactive system.

GOALS AND OUTCOMES

The goal of the program is to recognize the potential dropout early and to bring the resources of the entire community to assist the pupil and the pupil's family. Outcomes are monitored by the Department of Social Services and Cortland City Schools.

ACTIVITIES/PROCEDURES

Some of the features of the program include: 1) a single point of entry for delivery of direct services to youth who are at risk; 2) a Youth Intervention Team (YIT) that handles referrals from teachers; 3) youth and family counselors employed by the County Department of Social Services (DSS) but stationed in each school building and functioning as case managers on the YIT; 4) a Community Advisory Council that brainstorms solutions to problems faced by groups of youth and their families and brings a variety of community funding sources and services to bear; and 5) a Cortland Great Kids transition program to develop decision making and academic skills, and to increase self-esteem.

At the heart of the program are the Youth Intervention Teams and the accessing of community resources through this school/ community partnership. YIT is a diagnostic-prescriptive referral process with a case management focus. While some services, such as substance abuse counseling and academic tutoring, are available in the school districts, most often the student is referred to the appropriate service by the case manager and other team members. The teams – one in each school – are multidisciplinary partnerships organized to bring needed services to both the child and the child's family. The dropout prevention effort includes trying to impact the family system in which the youth lives. Members of each team are the school social workers, psychologists, nurses, regular and special needs teachers, principals, guidance counselors, and youth and family counselors. The team in each school meets weekly. When a teacher recognizes a problem with a particular child, the teacher refers the matter to the school principal who, in turn, refers it to the team leader. At the team meetings, the child's needs are discussed and a service plan for the child and the family is developed. The youth and family counselors are the case managers for the team. There are two counselors in the junior-senior high school and two who serve the five elementary schools. Each youth and family counselor at Cortland has a bachelor's degree and some social work experience. They are persons who have worked with families and/or with adolescents. A civil service examination has been developed for the hiring of these workers. Because youth and family counselors must be familiar with school procedures and counseling activities, and with the work of the DSS, they are hired at the beginning of the summer so they can undergo two months of training before the beginning of school in September.

When a teacher or counselor recognizes that a child is exhibiting academic, social, emotional, or physical problems, the case is reported to YIT. There the case is reviewed, with team members bringing their various professional skills to bear on the problem. A special advantage of having the youth and family counselor in the schools or on the team is that the counselor, as an employee of the DSS, can access the department's records and information with regard to the child and the child's family.

The type of interagency coordination and collaboration that enables the Cortland program to treat the whole child and the child's family is possible because of the Community Advisory Council. The Council meets monthly to discuss program implementation and funding, to design appropriate training programs, to nurture interagency communication, to introduce innovative approaches, and to plan for expansion of the partnership to other Cortland County schools. Members of the Council include school administrators and personnel, the director of Catholic Charities, the director of Volunteer Family Counseling Services, the coordinator of the Educational Exchange Center at SUNY at Cortland, a professor and a supervisor in the Education Department at SUNY, the principal of the alternative high school, the supervisor of occupational education at the Onondaga-Cortland-Madison BOCES, a staff member from Cortland Memorial Hospital, and a parent. Recently, the Council developed a small pilot program in parental training, an obvious need in many homes of at-risk students.

The initial project that the Council discussed, and contributed grant writing efforts, administrative and financial support, was the Great Kids Summer Program. The Great Kids Program seeks to help at-risk children successfully make the transition from elementary to junior high school. Students nominated for this program are one to two years behind in reading and writing levels, exhibit a lack of self-esteem, or display frequent behavior problems. This six-week program is conducted during the summer between the sixth grade and entry into seventh grade. Students attend classes five days a week for three hours every morning. The program design is based on the philosophy that the total development of the child is essential for academic and life success. In the program, basic skills in math, science, reading, and writing are introduced through the teaching of home and career skills. Students receive remedial skills development through cooking, sewing, budgeting, investigative projects, and field trips. They are engaged in activities requiring them to use the four basic mathematical operations, for example, reading and preparing recipes, reading patterns and measuring material, and sewing patterns. They get opportunities to practice writing by preparing journals, short reports, creative writing, invitations, and thank-you letters. The program also encourages active participation by the parents. Parents commit themselves to attend weekly Wednesday evening meetings. The meetings offer parents support in planning for their child's educational and vocational future, and update them regarding their child's progress in the program.

SHARED RESOURCES/RESULTING BENEFITS

Although the sources of funding have varied each year, they have included a Youth at-Risk Grant (YAR Grant) and funding from the Division of Substance Abuse Services, Attendance Improvement/Dropout Prevention, DSS Options Prevention Services, Criminal Justice Services, the Drug Free Schools and Communities Act, Cortland City Schools, the Wilkins Foundation, and in-kind support from businesses, among others.

Since the Cortland County DSS entered into the community partnership with Cortland City Schools, there has been a marked decrease in the proportion of foster care youth who are placed either by action of the Commissioner of Social Services in approved institutions, or by court order in a facility of the Division of Youth. Because of the Youth Intervention Teams, the youth and family counselor, and an intensive case management program, the DSS has been able to place a higher proportion of its clients in facilities located in the city school district. This has been accomplished despite a 273% increase in the number of children needing foster care placement.

Another indicator of success is that 52 of 68 PINS referrals were diverted from family court in 1989. The DSS has been keeping a running count of the money it has saved because of the YIT program, with 1990 annual projected savings reaching $370,603. Cortland City Schools compared the dropout rate for students who participated in the Great Kids Program to that of all youngsters scheduled to be promoted to the 7th and 8th grades in the four years preceding the first Great Kids Program. If the dropout percentage for all students was applied to the Great Kids students, one would expect to see 6.48 dropouts among the 51 participants. There were none. Data have also been gathered on the academic records of at-risk youth being assisted by YIT. While there is little evidence these youngster have earned more A's and B's, their report cards show fewer D's and F's.

BARRIERS AND KEYS TO SUCCESS

One of the most significant barriers is acquiring funding. Local funds are limited and are not enough to sustain all of the services provided. Securing outside funding is always an option; however, it takes a great deal of time and energy. Getting all the staff oriented to the program and having them understand each person's role is an additional barrier.

What were the most important factors in making the Cortland partnership a success? One is the attitude of the school's leadership. The district must *want* to retain and help these youngsters and find local solutions to the problems. People at the top are interested and inspired. Beyond that, there are committed and enthusiastic staff members who want to make the program work, and who desire to overcome the turf barriers that hamper development of effective interagency partnerships. Another factor is a readiness of community agencies and the schools to work together to develop solutions for the problems faced by at-risk students. By working together they overcome regulatory obstacles and ingrained habits of procedure. "These state at-risk monies are being well spent," says Kathleen Tavarone, Cortland City Schools director of Pupil Personnel Services. "They work because of the requirement of partnerships. People are forced to network, to pool their resources, to try not to duplicate. They are forced to look at the best way to do things."

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50 – DSS/Education Liaison Committee

County: Herkimer
Year Begun: 1991

DESCRIPTORS

At-risk youth; early intervention; multipurpose collaboration.

PARTNERS

Department of Social Services (DSS) and the Herkimer County Schools.

TARGET AUDIENCE

Grades K to 12; serves approximately 8,500 students annually.

NEED

Although the Child Welfare Reform Act of 1979 had been in existence for some time, there was a link missing – the schools – in achieving greater success. The desire to form a partnership and to provide holistic support services to youth and their families was addressed by the Herkimer County DSS commissioner and the Herkimer County BOCES superintendent. These two administrators met to discuss developing a formal collaborative arrangement between the schools and the DSS that would enhance the services to students in the county. After involving other key decision makers, a true partnership emerged. The thrust of the collaboration was to start small and to grow.

GOALS AND OUTCOMES

The goal of the program is to facilitate, more efficiently and effectively, the school/agency provision of child and family services. Specifically, the program works to reduce the number of school-generated Persons in Need of Supervision (PINS) and juvenile delinquent (JD) petitions, to keep more families together, to begin earlier intervention strategies for children and their families, and, if possible, to avert family court contact. The outcomes of the program are monitored by the DSS/Educational Liaison Committee, the committee that oversees all program activities.

ACTIVITIES/PROCEDURES

The collaboration has been established to combine the personnel and resources of the schools and community in providing students holistic support services. Four specific programs have been instituted: 1) School Intervention Partnership (SIP), 2) School Without Walls, and 3) the Youth at-Risk Program.

The crux of the partnership is the SIP; this program includes three interrelated components. First, there is a single point of entry referral process. School personnel, DSS supervisors, probation officers, parents, and representatives of the community agencies that help children and their families can refer the case of a child with social, psychological, and/or family problems to the intervention team at the child's school. Each participating school (six presently) in the county uses the same referral form and process.

Second, intervention teams within the school review and access all referrals, develop appropriate service plans, oversee the progress of each child, and evaluate the individual service plans. Individual team members include teachers, administrators, school nurses, guidance counselors, social workers, and psychologists, as well as a DSS caseworker. With the integration of a DSS caseworker in the school system, a holistic support program is truly in place. All records and case histories are immediately available, all school and community resources are accessed for consideration, and the prospect for early intervention exists to prevent the development of more serious problems.

The third component is a full continuum of coordinated school and community social services and programs. Through documentation of the service needs for all intervention team referrals, and through the advocacy of those involved in the Herkimer County SIP Program, the schools and community have developed a full continuum of social services and programs to address the essential needs of all children and families referred to the program. Among the services included are: counseling, mental health, parenting, medical, substance abuse, education, recreation, child care, and development disability services.

Two other programs supported by the collaboration are the School Without Walls Program (SWOW) and the Herkimer County Youth at-Risk Program. The SWOW Program is a special project that is currently being developed to meet the training needs of people in the county. One of the first projects of this program is to provide training in nurturing and other parenting skills. In addition, other training programs are planned. SWOW is also developing a computerized data base (i.e., information clearing house) on the services available to students in the county. The Herkimer County Youth at-Risk Program consists of crisis intervention teams, short-term crisis counseling, social/recreational experiences, and mentoring support for at-risk students.

The DSS/Education Liaison Committee oversees and monitors this collaboration. This committee meets on a monthly basis to review each of the ongoing programs and to explore other considerations brought to the group by any of the members. All members of the committee are decision makers for their constituents and therefore are empowered to act in the best interests of their agency. The committee is led by co-chairs, the DSS commissioner, and the BOCES superintendent. A secretary is appointed by the two co-chairpersons. Non-school members include the commissioner of the DSS, family court judge, mental health director, probation department director, DSS planner, youth at-risk director, SIP coordinator, Catholic Community/Family Services representative, the NYS DSS representative, and the Herkimer County administrator. School members include the BOCES administrator, the BOCES director of special education, a psychologist, pupil personnel, the SIP superintendents, and the district superintendent.

SHARED RESOURCES/RESULTING BENEFITS

In general, the costs of the program are shared equally. In-kind shared resources include the cost of time for the Liaison Committee, the newsletter and informational video and materials (BOCES funded), and the time of the county planner who assists the Committee (DSS contribution). Issues-based task forces are formed by drawing personnel from both the public school and the DSS domains, based on appropriate skill needs. Cross-organizational meetings of specialists are a normal part of the operation. There is no additional executive director or paid staff. Instead, the emphasis is on more effective and efficient use of current resources.

Reports from each area served provide evidence of trends toward not only more effective and efficient use of the time of service providers, but also toward real service benefits, e.g., children coming to school ready to learn in grades K to 12. At the present time the organization's officials are establishing a design for the gathering of more formal information, using 1989 as the baseline data base.

BARRIERS AND KEYS TO SUCCESS

The major barriers to the success of the program were autonomy and turf. Once the commissioner of Social Services and the district superintendent agreed to break down the walls between their two organizations that had been a tradition for some time, there were the matters of dealing with these issues at the service provider levels. For example, they faced and had to deal with the expressed feelings of counselors and social workers that each would usurp the authority of the other. In addition, neither organization was willing to allow itself to be "told" by the other what its job was, what to do, or whose problem it was. At the professional level, there was the matter of dealing with differences of perception between educators and social workers in regard to level of education, salary, status, responsibility. These very real barriers were faced, tested, and dealt with early on in the relationship.

The reported keys to success include: 1) the will to do something better, 2) understanding the vision, and 3) continuously improving the process. The chief officials of the collaboration report that they shared a strong concern for improving the ways they could deliver the services within their domains. They agreed that service results were more important than service protocols. They envisioned the school as a full service community center, and their work has been toward that vision. They stress that amenable relations are not enough, but that this must be turned into policies and daily practices. Their belief is that potential collaboration initiators who see such partnerships simply as connections, or sets of procedures, will have less success than those who make such procedures a part of a total change in the way of behaving as a community.

As an example of continuous improvement, the collaboration continues to work on clarifying the role(s) of the school and agency participants to ensure duplication of services is kept to a minimum.

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51 – PREVENTIVE SERVICES PROJECT YOUTH AT-RISK PROGRAM

County: Delaware
Year Begun: 1987

DESCRIPTORS

At-risk youth; prevention; intervention.

PARTNERS

Delaware County Department of Social Services (DSS), Mental Health Clinic, the Probation and Youth Bureau, and the Hancock, Sidney, Downsville, Charlotte Valley, South Kortright, and Margaretville Central School Districts.

TARGET AUDIENCE

Grades K to 12; served 510 students in 1991.

NEED

The Department of Social Services (DSS) contacted Delaware County school districts as a result of the Persons in Need of Supervision (PINS) Diversion Legislation (Chapter 814 of the Laws of 1985). As a result of discussions and meetings over the PINS legislation a significant dialogue ensued with all of the school districts in 1986. At the time that the YAR grants were made known through the New York State Department of Education, the Sidney District was very much interested in having a more expanded relationship with the project, and the YAR Grant offered that opportunity. The Sidney Central School District received a Youth at-Risk (YAR) Partnership Grant in 1988 and the Preventive Service Project became one of their partners. Subsequently, the DSS made public purchase of preventive services agreements with several districts. The design of the program was determined largely by two factors. First, there was a perceived need that services to youth in the county should have a single entry point. Second, it was determined that funding for the program would come principally from the social services prevention stream. The result was a design that is unique, but one that has proven quite flexible and responsive to the needs of the individual collaborators.

GOALS AND OUTCOMES

The program focuses on reducing the number of foster care placements, family court referrals for PINS behavior and juvenile delinquents, child abuse and neglect cases, and dropouts. In addition, the program seeks to increase the number of referrals which are "early," both in terms of problem formation and in terms of the student's school career.

Although there is no specific interagency evaluation in place, each agency uses its own data for evaluating YAR program outcomes.

ACTIVITIES/PROCEDURES

The activities of this collaboration include case management, case planning, parent education, referral to other agencies, and all "core" DSS services. In addition, it provides mandated preventive services, PINS adjustment services, crisis intervention, transportation, home visitation, group counseling, and conflict resolution services. The program developed an intake and assessment function for all cases, where a single entry point for services is offered to any youth. By creating only one entry point for services, the program eliminated the potential for service duplication and guaranteed access to all prevention services. The use of a single entry point for services has offered other advantages by: 1) relieving intake pressures in each of the other departments (DSS, Mental Health Clinic, Probation and Youth Bureau), 2) providing an opportunity to develop a comprehensive overview of the needs of youth in the county, 3) making statistical tracking of youth cases much easier, 4) speeding up the intake and assessment process by eliminating the need to perform this function more than once, and 5) decreasing the time between referral and initiation of services. An outgrowth of the program's active involvement with school districts was the development of a new concept for preventive services – on-site school services.

Communication among the collaborators consists of YAR attendance at school team meetings and occasional school board meetings; frequent contact among the agencies, building principals, and guidance counselors; and contact as needed among the school administration and agency representatives. There are no formal written policies or procedures. Agency caseworkers use school policies when within the school buildings and follow DSS policies when working with clients directly and in the field. This approach has yielded few incompatibilities.

The responsibilities of the collaborators were determined in the early planning meetings of the project staff (usually the director) and school staff (usually the building principal and/or superintendent). These responsibilities are monitored through on-going contact with school officials and the agency.

There is a director for the project and two supervisors who oversee a team of caseworkers. Some of the caseworkers are placed in the schools. School-based caseworkers are often treated as members of the faculty and are viewed as welcome resources. School faculty and staff can make use of these caseworkers through requests for referrals and for services which the DSS can typically supply. A contact person is also at each school so that activities and programs can be facilitated more effectively.

SHARED RESOURCES/RESULTING BENEFITS

Funding is based on a DSS mandated prevention program. Local funds are contributed to offset costs prior to reimbursement. The school districts contribute funds and in-kind resources such as office space, telephone, facilities, and supplies. The up-front cost of providing an on-site district caseworker is $6,000. The total cost is, however, much higher. The collaboration uses the preventive funding stream and the financial support of the DSS to successfully reduce the cost burden on schools.

Benefits of the program include: providing social service agencies with on-site contact with children, faculty, and administrators; providing these agencies with an opportunity to immediately respond to student issues and problems; providing agency referrals to students before problems escalate; and allowing agency caseworkers to become part of the school community. Because students who are having problems are identified earlier, placements and court referrals have been reduced. Combining the resources of the schools with those of each agency offers a fresh approach to performing preventive services and early at-risk involvement that have traditionally come to the schools or agencies only when in a crisis (delinquent behavior, such as alcohol addiction, truancy, neglect, abuse, etc.). This new approach has replaced much of the wariness and uneasiness that existed between the school and county agencies. The strengths and resources of both systems can be combined to make a significant difference.

BARRIERS AND KEYS TO SUCCESS

Problems dealt with in this collaboration include: getting local legislative approval for new agency positions, establishing a school liaison for making referrals and dealing with specific problems, understanding the operation of the PINS adjustment service, involving the teachers in the planning and implementation process from the beginning.

Two recommendations for modeling this type of collaborative arrangement are to get local legislators, faculty, administrators, and school board members involved in the process early, and to put plans in writing. Effective collaborative leadership requires having the perspective of both the school district and the Department of Social Services. If each party offers some of its own fiscal resources, it will be able to accomplish more than any party could on its own.

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52 – TIOGA COUNTY COALITION FOR BETTER SCHOOLS

County: Tioga
Year Begun: 1990

DESCRIPTORS

School-industry collaboration.

PARTNERS

Owego-Apalachin, Tioga, Newark Valley, Candor, Spencer-Van Etten, and Waverly Central School Districts, with International Business Machines Corporation (IBM).

TARGET AUDIENCE

Grades K to 12, staff; serves 10,000 students and 600 staff annually.

NEED

The partners felt that collaboration between the private sector and the public sector could improve education in Tioga County and effectively use the resources of IBM in a positive manner for both schools and IBM. The collaboration was initiated when the vice president and general manager of IBM Owego approached the schools to see if the resources of IBM could assist the local school system in improving math, science, and technology education. At the time, elementary teachers were not as well-versed in math and science as the districts would have liked, and secondary math and science teachers had not had extensive opportunities for in-service training. The first contact took place when the vice president asked IBM employees who served on school boards to meet and discuss potential joint ventures. Follow-up meetings were then organized with school superintendents and teachers. In the beginning there was a great deal of suspicion – the school people feeling "what's in this for IBM?" and the IBM people unsure of getting involved in a culture and system that was unfamiliar. Both parties, the school system and IBM, needed to work hard to understand the culture of the other organizations involved. There were two things the vice president of IBM Owego did to dispel the apprehension of the schools. First, he provided enough resources to show a tangible benefit right away, and second, he allowed time for the parties to find a common purpose.

GOALS AND OUTCOMES

The schools and IBM work together to marshal community resources to improve the quality of the educational environment by defining problems, identifying solutions, securing resources necessary to implement solutions, and addressing all aspects of K to 12 school curricula, with particular emphasis on math and science (mission statement). The collaboration attempts to provide resources to poor, rural communities so that the students have some top-end experiences in math, science, and technology achievement. Each program is evaluated by all participants in the program. A steering committee, consisting of superintendents and teachers, plans future events based on the success of past events.

ACTIVITIES/PROCEDURES

Activities take three directions. One activity is in-service for teachers. For example, teachers were invited to attend a technical vitality session designed for IBM employees, and physics teachers were invited to meet a Nobel Laureate to learn how laser surgery works. Science and math-oriented workshops are offered to enhance teacher skills and provide low-cost, "make and take" materials for classroom use. "Hands-on" science workshops help teachers show students that science is vital to our world, not just a textbook discipline. By providing teachers with easy, fun, practical applications to which students can relate, the Coalition is encouraging long-term student interest in scientific and/or technical fields.

Another activity is student programs. Elementary students have had the opportunity to participate in special sessions on topics like the microscopic world of pond life and threats to our environment. Students participate in extended experiments in which they learn to use the scientific method and to produce lab reports which include hypotheses, methods, results, and conclusions. The third set of activities involves total quality management (TQM) training, which IBM is providing for district staff.

Additional activities include: a visit with NASA USMC Astronaut Kenneth Cameron, a tour through an MC-130H Combat Talon II Aircraft, and two major national Engineers Week events hosted by IBM Owego engineers on location. 1992 offerings have been expanded to include family events such as "Stories, Stars and Nocturnal Journeys," a summer program held for 112 attendees who made nature crafts, walked nature trails to observe wildlife habitats, and studied regional folklore through storytelling. In addition, an innovative science summer camp for students grades 4 through 6 offered "Galactic Adventures," where students built shoebox cameras, made telescopes that really worked, and fashioned moonscapes from plaster of Paris.

The collaboration has a charter which outlines the procedures, policies, and responsibilities of the arrangement. This charter was developed through a series of meetings with the six local superintendents and IBM. It was ratified after the teachers became involved in the program, so that all stakeholders had the opportunity to participate in the development of the charter.

The collaboration meets five or six times a year. The superintendent and one teacher from each district, and three to four IBM personnel attend these meetings. Representatives from several other county agencies (Waterman Conservation Center, Kapernik Observatory, etc.) also attend. IBM has one full-time employee assigned to the project, and she keeps in frequent communication with all superintendents and teacher representatives.

SHARED RESOURCES/RESULTING BENEFITS

Each school district has made a commitment of resources to the program. All districts contribute personnel, materials, office supplies, and transportation. Districts also contribute resources to special projects (transportation for field trips, funding for special equipment, etc.). IBM has contributed significant resources to the project. They have purchased materials, have covered expenses for several initiatives, have assigned one full-time employee to the project, and IBM volunteers have donned the hats of tutor, teacher, mentor, and demonstrator.

This collaboration has increased science and math programming in the elementary schools and has enhanced instruction in secondary math and science. It is too early to determine whether math and science testing has improved and whether this program will increase the number of students who go to college and major in math and/or the sciences.

BARRIERS AND KEYS TO SUCCESS

The main problem was coordinating six districts and a large corporation. There was also some suspicion as to why IBM wanted to participate. These suspicions were mitigated after a senior IBM administrator invited the superintendents on several occasions to frankly discuss the arrangement. Solid communication channels were established among the school districts and IBM, largely due to the open-mindedness of the school leaders and the efforts of the IBM vice president. These efforts also lead to the success of the collaboration.

In order for a collaboration like this to work, each school district must be willing to spend a lot of time and effort making plans. In the initial phases, it probably cost a quarter to half an administrator for a year's time in order to put this together appropriately. There is also an on-going need for administrative and teacher time. It would be difficult for another district to model this collaboration unless it had a corporate neighbor like IBM (a willing corporate neighbor). Part of the goal of IBM is to improve education throughout the nation, and these schools were fortunate enough to get in on the plan. Without such a neighbor, this would not have occurred. In addition, this collaboration has made an on-going commitment to education. Industrial and educational communities have invested much time to help build a high-quality educational system in Tioga County. IBM Owego and the Tioga County schools are willing to invest in children's success. Children's success means the nation's success, a fact that all parties take seriously.

Effective leaders of these collaborations need to be like effective leaders anywhere. They need to have a high commitment to symbolic and cultural leadership, a high energy level, faith in people, optimism, and a vision that can unite people.

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Spencer-Van Etten Central Schools
Langford Street
Van Etten, NY 14889
(607) 589-4458

Kippen Stalma
Maildrop 0154
IBM Owego
Route 17C
Owego, NY 13827
(607) 751-2789

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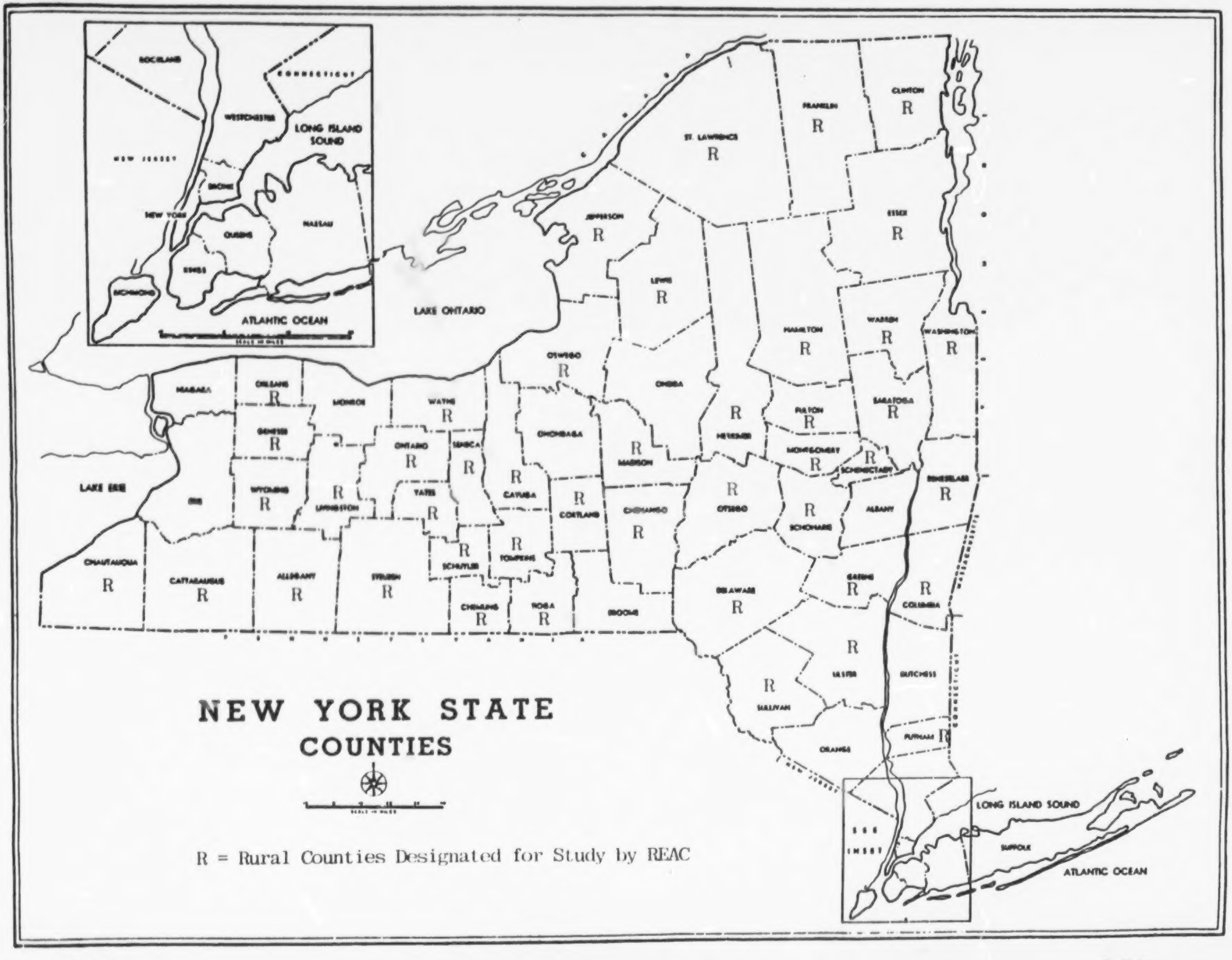
SECTION V

A – Appendix
- *Map of 44 New York State Rural Counties*
- *Interagency Collaboration Identification Request and related correspondence*
- *Interagency Collaboration Survey and related correspondence*
- *Follow-up Questionnaire, Checklist Response Sheet, and related correspondence*

B – Bibliography


ROCKLAND
CONNECTICUT
WESTCHESTER
LONG ISLAND SOUND
NEW JERSEY
BRONX
NEW YORK
QUEENS
NASSAU
KINGS
RICHMOND
ATLANTIC OCEAN
SCALE IN MILES
LAKE ONTARIO
ST. LAWRENCE
FRANKLIN
CLINTON
JEFFERSON
ESSEX
LEWIS
HAMILTON
WARREN
WASHINGTON
OSWEGO
ONEIDA
NIAGARA
ORLEANS
MONROE
WAYNE
GENESEE
ONTARIO
SENECA
ONONDAGA
HERKIMER
FULTON
SARATOGA
MONTGOMERY
SCHENECTADY
MADISON
LAKE ERIE
ERIE
WYOMING
LIVINGSTON
YATES
CAYUGA
CORTLAND
CHENANGO
OTSEGO
SCHOHARIE
ALBANY
RENSSELAER
CHAUTAUQUA
CATTARAUGUS
ALLEGANY
STEUBEN
SCHUYLER
TOMPKINS
GREENE
COLUMBIA
DELAWARE
CHEMUNG
TIOGA
BROOME
PENNSYLVANIA
ULSTER
DUTCHESS
SULLIVAN
ORANGE
PUTNAM
NEW JERSEY
CONNECTICUT
SEE INSET
LONG ISLAND SOUND
SUFFOLK
ATLANTIC OCEAN
SCALE IN MILES
R

NEW YORK STATE
COUNTIES

R = Rural Counties Designated for Study by REAC

RURAL EDUCATION INTERAGENCY COLLABORATION/COOPERATION

Identification Form

Definition of Interagency Collaboration/Cooperation

For purposes of this study, Interagency Collaboration does not include casual or routine interagency relationships. Instead, it is defined as one where a process of sharing has been both established and organized that can be characterized by:

1. *the focus is on direct service to school age children and their families;*
2. *an established effort where a contribution is made by or between a school district and one or more agencies toward a common goal;*
3. *greater or equal results, at the same or lesser expense than could have been achieved individually, are accomplished;*
4. *the relationship has been in existence for a reasonable period of time, having survived at least one budget cycle;*
5. *results are useful and worthy;*
6. *the collaboration is voluntarily entered into by the leadership officials.*

Additionally, we would also generally see some sorts of agreements a) on common purpose and common goals to address, b) on shared roles and responsibilities and resources, and c) on a process for communicating information, making mid-course corrections, and continuing the program. There would also be reasonably clear understanding of where the schools and agencies were to be interdependent and where independent. Finally, it would be a relationship that produces outcomes satisfying to all of the parties involved.

I. Based on the above definition, please list identified collaborations between and/or among your rural county component school districts and other agencies in those counties. Also please list the name of a contact person if you are aware of one.

	School District/Agency/Activity	**Contact Person/Position**
A–	EXAMPLE: Cortland K–12 School District; Cortland County DSS Y.I.T.	 District: Mr. Joseph Coleman, Director, Secondary Educ. Agency: Ms. Mary Ann Discenza, Commissioner, DSS
B–		
C–		
D–		

II. If you are aware of any new initiatives that you believe may, at a later time, have promise in fitting the definition, please also identify them below:

E–

F–

III. Your name: ______________________ Position: ______________________

Your organization: ____

Please return this form no later than May 20 by direct mail in enclosed envelope, or FAX to:

Scott Shablak/Sandy Trento, Office of Professional Development, 250 Huntington Hall,
School of Education—Syracuse University, Syracuse, NY 13244-2340
FAX #: 315/443-5732

Questions? Call 315/443-4696.

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
SOLE SUPERVISORY DISTRICT OF
JEFFERSON-LEWIS-HAMILTON-HERKIMER-ONEIDA COUNTIES
ARSENAL ST. RD., R.D. I
WATERTOWN, NEW YORK 13601

CHARLES H. BOHLEN, JR
DISTRICT SUPERINTENDENT OF SCHOOLS

TELEPHONE:
(315) 788-0400
(800) 356-4356

April 28, 1992

Dear Colleague:

The Rural Education Research Program was created by the New York State Legislature in 1990. An Advisory Committee was established to oversee the important issues facing rural school districts. The Committee has met since May 1991 to identify major topics that deserve extensive study.

The Committee selected "Interagency Collaboration" as a study area of great promise. Through a request for proposal procedure, the Office of Professional Development, School of Education of Syracuse University, was selected to gather information on successful collaborative practices initiated between school districts, Departments of Social Services, and community agencies. The information that is collected will be summarized in a booklet and made available to interested parties. The consultant will also conduct workshops around the state in order to present the most promising practices.

Enclosed is a collaboration identification form for you to complete and return to our consultant. I hope that you will take time from your busy schedule to assist us in this very worthwhile task.

Thank you in advance for your help.

Very truly yours,

Charles H Bohlen

Charles H. Bohlen, Jr.
Chairman, Rural Education
Advisory Committee

CHB/mjc

Enclosure

"EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER"

May 8, 1992

Mr. Joseph P. Menaldino
Commissioner
Department of Social Services
Warren Co. Municipal Center
Lake George, NY 12845

Dear Mr. Menaldino:

As Mr. Bohlen's cover letter explains, the Rural Education Advisory Committee is interested in seeking out and disseminating information on worthwhile collaborative practices between your county's school districts and other agencies which directly enhance the support for youth and families in rural counties. Our office has been requested to provide help with this study. The initial identification of interagency collaboration is being sought from Commissioners of Social Services and District Superintendents.

As you know, your county is one of 44 in New York State designated as rural. We therefore ask you to identify collaborations between agencies and the school districts that lie within your county. Please use the attached form and return it to our office in the enclosed return envelope or FAX it by May 20, 1992.

Thank you for your help. We hope the information that emerges from the study will be useful to you and the other decision makers in your region.

Sincerely,

Scott L. Shablak
Director

Sandy Trento
Associate Director

SLS/ST:cf
Enclosures

May 12, 1992

James Ryan
Rural Services Coordinator
49 N. Pearl St., 11th Floor
Albany, NY 12243

Dear Mr. Ryan:

As Mr. Bohlen's cover letter explains, the Rural Education Advisory Committee is interested in seeking out and disseminating information on worthwhile collaborative practices between school districts and other agencies which directly enhance the support for youth and families in rural counties. Our office has been requested to provide help with this study. The initial identification of interagency collaboration is being sought from Commissioners of Social Services and District Superintendents.

Through your position and your statewide affiliations, you often become knowledgeable of these sorts of activities taking place in the field. That is why, in addition to asking information of District Superintendents of Schools and Commissioners of Social Services, we are exploring collaborative efforts you may be aware of. Please use the attached form and return it to our office in the enclosed return envelope or FAX it by May 20, 1992.

Thank you for your help. We hope the information that emerges from the study will be useful to you and the other decision makers in your region.

Sincerely,

Scott L. Shablak
Director

Sandy Trento
Associate Director

SLS/ST:cf
Enclosures

RURAL EDUCATION INTERAGENCY COLLABORATION SURVEY

We would like to obtain a profile of the interagency collaborative activity you are engaged in. Could you please respond to the following questions where they apply. This particular study is seeking information on collaborations between schools and agencies that go beyond the worthy but routine organizational interrelationships that exist in most communities. To assist you, we have provided below a working definition that we are using for this work.

Rural Education Advisory Committee
New York State Education Department

Office of Professional Development
School of Education, Syracuse University

DEFINITION OF INTERAGENCY COLLABORATION/COOPERATION

For purposes of this study, Interagency Collaboration does not include casual or routine interagency relationships. Instead, it is defined as one where a process of sharing has been both established and organized that can be characterized by:

1. the focus is on direct service to school age children and their families;
2. an established effort where a contribution is made by or between a school district and one or more agencies toward a common goal;
3. greater or equal results, at the same or lesser expense than could have been achieved individually, are accomplished;
4. the relationship has been in existence for a reasonable period of time, having survived at least one budget cycle;
5. the collaboration is voluntarily entered into by the leadership officials.

Additionally, we would also generally see some sorts of agreements: a) on common purpose and common goals to address, b) on shared roles and responsibilities and resources, and c) on a process for communicating information, making mid-course corrections, and continuing the program. There would also be reasonably clear understanding of where the schools and agencies were to be interdependent and where independent. Finally, it would be a relationship that produces outcomes satisfying to all of the parties involved.

Please return to the Office of Professional Development,
250 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340, in the enclosed envelope;
or FAX to our office at 315/443-5732 by June 25, 1992.

1. Collaborative Arrangement

County:

Program Name or Designation:

Collaborator District(s) and Agencies:

Year Begun:

Ages/Grade Levels of Children Served:

Annual Number of Clients Served:

2. Needs and Services

- What prompted the formation of this collaborative arrangement?
- Which child and/or family needs are addressed by the collaborative arrangement?
- What problems did the collaboration attempt to resolve?
- What services does the collaboration provide?

3. Goals and Outcomes

- What are the specific goals of the collaborative arrangement?
- List the benefits to the schools and agencies so far:
- List the liabilities to the schools and agencies so far:
- Describe how the collaboration process is assessed and/or how the outcomes of the collaboration arrangement are evaluated?

4. Activities

- What are the main activities that the school and agency currently engage in as part of the collaborative arrangement?

5. Communication

- Do you meet on a regular and formal basis? ☐ yes ☐ no

- If yes, describe the nature and frequency of these meetings and who usually participates:

- If no, how do you maintain communication with the school/agency?

6. Shared Resources

- Please identify and describe which resources are shared (i.e., funding, personnel, materials, offices, transportation, etc.):

- Have there been cost benefits? If so, please describe this "resource sharing" arrangement.

7. Policies and Procedures

- Do you have any specific collaboration policies/procedures? If formally written, please attach. If not, please describe the responsibilities of each organization and the key participants.

- How and when were these responsibilities determined? How are these responsibilities monitored?

8. Problems and Barriers

- There are often problems or barriers that must be dealt with in any collaborative arrangement. What have been some of the main problems (e.g., program coordination, conflicting regulations, obtaining approval at the local or state level, etc.) you have been confronted with?

- Explain how you dealt with any of these problems:

- Please provide any other suggestions you have for overcoming or avoiding these problems:

9. ENHANCING COLLABORATION

- What are your successes so far?
- What problems are you still working on?
- Where would you plan to go next with this collaboration?

10. MODELING YOUR COLLABORATIVE ARRANGEMENT

- If another school/agency wanted to model your collaborative process, what advice would you give them?
- What resources (personnel, funding, etc.) would they need and should they be prepared to share?

11. ADDITIONAL COMMENTS

- Please share any other comments you might have that were not addressed in this survey.
  Additional sheets may be attached to this survey.

12. DESCRIPTORS

- Descriptors are key words or phrases that describe the main focus of your collaborative arrangement. For example, a collaborative arrangement that centers on minimizing student dropout rates might have the descriptors of dropouts, high school dropouts, school retention plans, potential dropouts, and dropout identification. In your judgment, what words or phrases best describe the focus of your collaborative arrangement?

13. WHO SHOULD BE CONTACTED?

- If we wanted to find out more about your collaborative arrangement, which individuals should we contact for more information:

Name:	Organization/Position:	Phone

14. WRITTEN MATERIALS

- Could you please include samples of any publications, newsletters, information sheets, and so forth you that might have. If you have a "mission statement" or "statement of objectives" for the collaborative arrangement could you also include it.

Thank you again.

TO:

FR:

RE:

DT:

You have been identified as a key official in an important interagency collaborative effort that focuses on services to school-age children and their families. As the cover letter explains, the Rural Education Advisory Committee is exploring examples and models of such cost effective collaboration to assist other educators and decision makers in 44 rural counties in the state.

We have been commissioned by the Committee to seek out information about the nature of these collaborations, to summarize the information in a Resource Handbook for statewide dissemination, and to conduct a series of workshops for interested district and agency program developers. We hope you will be able to provide us with some valuable information for inclusion in the document and workshops.

In some cases we will be calling you for further explanation or documentation, or to arrange a site interview with a few of your key personnel.

At the present time, New York State does not have such a Handbook as a resource for use by school and agency officials and planners. You can play a valuable role for those seeking cost effective and worthy collaborations while providing service to their regions' school age children and families. We therefore very much wish to include a profile of your efforts in the statewide Handbook and workshop materials. Participants will each receive a copy of the documents that are produced.

If you have questions on our work, please feel free to call:

Scott Shablak/Sandy Trento
Office of Professional Development
School of Education
Syracuse University
315/443-4696

– OR –

Charles Bohlen, Chair
Rural Educ. Advisor Comm.
District Superintendent
Jefferson-Lewis BOCES
315/788-0400

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
SOLE SUPERVISORY DISTRICT OF
JEFFERSON-LEWIS-HAMILTON-HERKIMER-ONEIDA COUNTIES
ARSENAL ST. RD., R.D. I
WATERTOWN, NEW YORK 13601

CHARLES H. BOHLEN, JR.
DISTRICT SUPERINTENDENT OF SCHOOLS

TELEPHONE
(315) 788-0400
(800) 356-4356

June 1992

Dear Colleague:

The Rural Education Research Program was created by the New York State Legislature in 1990 to support the study of important issues and topics facing rural school districts. The program's Advisory Committee subsequently selected "interagency collaboration" as a study area of great concern and promise.

You have been identified as a key official responsible for an important and successful interagency collaboration that focuses on services to school age children and their families. The particular collaboration was identified as:

We are writing to request more information on your activities within this collaboration in hopes of assisting others in the 44 rural counties who are facing the challenges of providing quality services in the most beneficial ways. We have asked the Office of Professional Development, School of Education, of Syracuse University to assist us in this study.

Enclosed is a survey form that, when completed, will help us and others in rural counties throughout the state understand the collaboration that your district or agency is involved with. We ask that you please take the time to carefully complete the survey, focusing particularly on examples that are of "cost benefit" to your organization.

We would appreciate your returning the surveys by June 25, 1992. Please FAX to the Office of Professional Development at the number listed on the survey, or mail to Syracuse University in the enclosed stamped envelope.

Thank you. We are excited about the information that we anticipate receiving within the next few weeks.

Very truly yours,

Charles H Bohlen

Charles H. Bohlen, Jr.
Chairman,
Rural Education Advisory Committee

June O'Neill

June O'Neill
Member

Enclosures

"EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER"

RURAL EDUCATION INTERAGENCY COLLABORATION

FOLLOW-UP QUESTIONNAIRE

Name of Program: ______________________________

1. ☐ Review the attached descriptions of your program. Make additions or deletions directly on your copy.
2. ☐ DESCRIPTORS
3. ☐ PARTNERS
4. ☐ TARGET AUDIENCE
5. ☐ NEED
    - A ☐ We are very interested in detailed information concerning how the collaboration was initiated. Which individuals started to discuss the possibilities of establishing your collaboration?
    - B ☐ How was contact made and what were the first steps taken?
    - C ☐ If the collaboration began because of a grant, new regulations, an opportunity for special funding, etc., could you please provide a bit of detail.
    - D ☐ What can be learned from the leaders who initiated the collaboration that would guide others?
6. ☐ GOALS AND OUTCOMES
    - A ☐ What are the specific goals of your collaboration?
    - B ☐ How are outcomes monitored? By whom and how often?
7. ☐ ACTIVITIES/PROCEDURES
    - A ☐ Could you provide a fuller description of the program activities?
    - B ☐ Could you provide more detailed information on when meetings take place, what is discussed, and who participates?
    - C ☐ We are particularly interested in knowing more about administrative activities. Who are those in charge of administering the collaboration? What are their administrative responsibilities?
    - D ☐ What do you see is necessary to be an effective leader of such a successful collaboration?
8. ☐ SHARED RESOURCES/RESULTING BENEFITS
    - A ☐ Could you provide additional information on what resources are shared and identify the districts/agencies that provide them?
    - B ☐ Would you please provide any additional benefits, either measured or assumed and, in particular, any specific cost savings that the districts/agencies have realized?
    - C ☐ Could you provide further information on overall fee structure?
9. ☐ BARRIERS AND KEYS TO SUCCESS
    - A ☐ Please describe what the most challenging barriers were and how did you overcome them?
    - B ☐ Your collaboration is one of many similar worthy collaborations around the state. What is unique about your collaboration that might distinguish it from others? Why do you think you have been successful?
10. ☐ OTHER
11. ☐ CONTACT PERSON(S)
    - ☐ Please provide the name, title, agency/district, complete address (i.e., street, city, zip code, etc.), and phone number of individuals we could contact for more information.

CHECKLIST RESPONSE SHEET

Please write your responses to the questions checked in the space below. Feel free to use additional sheets and to include supplemental materials. Please FAX to: Office of Professional Development, School of Education, (315) 443-5732; or mail to: Office of Professional Development, School of Education, Syracuse University, 250 Huntington Hall, Syracuse, NY 13244-2340. Please respond by September 11 or earlier. Thank you.

QUESTION #	YOUR RESPONSES

SYRACUSE UNIVERSITY 1870

SCHOOL OF EDUCATION
Office of Professional Development

• • • • •

To: Program Administrators

From: Scott Shablak/Sandy Trento

Re: Rural Education Interagency Collaboration Survey

Date: August 31, 1992

We were extremely pleased to receive your completed survey describing your efforts to improve human services for children and their families through interagency collaboration. We are nearly completed with the New York State Education Department Handbook, and before going to press would ask you for just a bit more assistance.

First, please review the attached description of your program that will be included in the Handbook. Make any additions, deletions, changes right on the description copy and return with the checklist response sheet via the FAX number noted on the response sheet by September 11.

Second, note the checklist of questions on the following sheet. We would appreciate whatever additional information you can provide for those items that are checked. They are based on questions others in the field of education and social services thought would be of real value in explaining your program for our Handbook users, especially those with an interest in program initiation, planning, or replication.

Again, thank you for your help. We hope the final product proves to be a valuable resource for you and your colleagues.

Attachments

SS/ST:cf

250 Huntington Hall | Syracuse, New York 13244-2340 | 315-443-4696 | FAX 315-443-5732

BIBLIOGRAPHY

This bibliography lists those titles and organizations we feel would be most useful for those interested in getting further information about the topics covered in the Handbook. It is meant to be suggestive, not exhaustive. It does not include all the sources used by those compiling the Handbook.

For ease of use we have tried to keep this bibliography as brief as possible. Those titles footnoted in the text are not necessarily listed here. Organizations listed in the text are not included here.

Literature on Rural Schools and Communities

Horsley, Donald L., et al. *Managing Change in Rural Schools: An Action Guide*. Andover, Massachusetts: The Regional Laboratory for Educational Improvement of the Northeast and the Islands. 1991.

Monk, David H. and Emil J. Haller. *Organizational Alternatives for Small Rural Schools*. Ithaca, New York: New York State College of Agriculture and Life Sciences at Cornell University. December 1986.

Sher, Jonathan P. ed. *Education in Rural America: A Reassessment of Conventional Wisdom*. Boulder, Colorado: Westview Press. 1977.

The University of the State of New York. *Rural Education: Issues and Strategies*. Albany, New York: New York State Education Department. April 1992.

Groups Interested in Rural Education

1) American Council on Rural Special Education
Western Washington University
Bellingham, Washington 98225

2) Appalachia Educational Laboratory (AEL),
ERIC Clearing House on Rural Education (ERIC/CRESS)
can both be reached at:
P. O. Box 1348
Charleston, West Virginia 25325
(800) 624-9120

AEL is a major networking and reference resource for those interested in rural education. ERIC/CRESS publishes, archives, and disseminates a wide range of materials of interest to rural educators.

3) Handicapped Children's Early Education Program Rural Network
HCEEP Rural Network
College of Education
Room 27, Horrabin Hall
Western Illinois University
Macomb, Illinois 61455

HCEEP is part of the Office of Special Education, U.S. Department of Education. HCEEP and the Rural Network are primary publishers of information on collaborative ventures involving handicapped children.

4) National Rural Education Association
230 Education Building
Colorado State University
Fort Collins, Colorado 80523

NREA publishes: *The Rural Educator*, its official journal; *The Country Teacher*, a journal for and by rural teachers; and *NREA News*, a newsletter.

5) Northwest Regional Educational Laboratory
101 S.W. Main Street
Suite 500
Portland, Oregon 97204

NREL focuses on early childhood programs. Their publication, *School-Based Early Childhood Centers*, is available at the above address. Cite order number NL-791-NE. It is 40 pages, $8.50 prepaid.

6) Rural Development Institute
Western Washington University
Bellingham, Washington 98225
(206) 676-3576

RDI has published a variety of studies relating to rural schools. *A National Study Regarding At-Risk Students* is one of their more ambitious undertakings.

7) Rural, Small Schools Network
83 Boston Post Road
Sudbury, Massachusetts 01776
(508) 443-7991

This network publishes a bimonthly newsletter with notes about publications and conferences.

Journals

Human Services in the Rural Environment
Eastern Washington University
Inland Empire School of Social Work and Human Services
Cheney, Washington 99004

Journal of Research in Rural Education
College of Education
University of Maine
Orono, Maine 04469

Journal of Rural and Small Schools
National Rural and Small Schools Consortium
359 Miller Hall
Western Washington University
Bellingham, Washington 98225

Journal of Rural Community Psychology
Calif. School of Professional Psychology/Fresno
1350 "M" Street
Fresno, California 93721

Rural Sociology
Department of Sociology
Wilson Hall
Montana State University
Bozeman, Montana 59715

Rural Special Education Quarterly
National Rural Development Institute
359 Miller Hall
Western Washington University
Bellingham, Washington 98225

ERIC Sources for Studies, Reports, and Models of Interagency Collaboration in New York

Legislative Commission on Rural Resources. *Intermunicipal Cooperation: A Survey of Local Governments, A Rural Resources Special Focus Report.* August 1985, ERIC #ED 320715.

Pires, Laura J. *New York State Community School Pilot Project Spring Retreat Report.* May 1988. ERIC #ED 327599.

Sarachan-Deily, Ann Beth, et al. *A'Collaborative Preservice Program Involving 15 Rural LEAs and the College of Saint Rose.* March 1984. ERIC #ED 241235.

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Other Sources of Note

Black, Talbot and Patricia Hutinger. *Making It Work in Rural Communities; Cost Effective Delivery Strategies in Rural Areas: Programs for Young Handicapped Children.* HCEEP Rural Network. ERIC #ED211301.

Bruner, Charles. *Thinking Collaboratively: Ten Questions and Answers to Help Policy Makers Improve Children's Services*, Washington, DC:

Education and Human Services Consortium. 1991.

Elder, Jerry O. and Phyllis R. Magrab. *Coordinating Services to Handicapped Children*. Baltimore: Paul H. Brooks, Publishers. 1980.

Helge, Doris. *Rural Family-Community Partnerships: Resources, Strategies, and Models*. Bellingham, Washington: National Rural Development Institute. 1989.

Hord, Shirley M. "A Synthesis of Research on Organizational Collaboration." *Educational Leadership*. Vol. 43. No. 5. February 1986. (This entire issue of *Educational Leadership* is devoted to collaboration.)

Melaville, Atelia I. and Martin J. Blank. *What It Takes: Structuring Interagency Partnerships to Connect Children and Families with Comprehensive Services*. Washington, DC: Education and Human Services Consortium. 1991.

Mastny, Aleta You, et al. *Linking Schools and Community Services: Resource Directory*. Rutgers, New Jersey: Center for Community Education, School of Social Work, Rutgers, The State University of New Jersey. 1989.

Olsen, Kenneth R. *Obtaining Related Services Through Local Interagency Collaboration*. Lexington, Kentucky: University of Kentucky.

Rogers, Sally E., William A. Anthony, and Karen S. Danley. "The Impact of Interagency Collaboration on System and Client Outcomes." *Rehabilitation Counseling Bulletin*. Vol. 33. No. 2. December 1989.

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This document is available to be used, copied, and disseminated by all who find it useful. We do, however, request that acknowledgment be made in the following form:

Rural Interagency Collaboration: A Resource Handbook for Schools and Human Service Agency Providers, Planners, and Policy Makers

Sponsored by
New York State Rural Education Advisory Committee. 1992

A Research and Development Project of
Office of Professional Development, School of Education, Syracuse University

◆

If you are making and distributing numerous copies of the Handbook, we would appreciate notification. Such data on when and how the Handbook is used is valuable in our own continuing documentation and support of this effort. Thank you.